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ABSTRACT

This module, the second in a three-volume series, deals with placing vocational education trainees, and is organized in two units: a trainer's manual and a participant's resource manual. It is designed for inservice training of teachers, counselors, and administrators in vocational schools. Addressed in the individual chapters of the trainer's module are the following topics: placement in the vocational education system, problems encountered in the job placement of priority population students, and job placement techniques for priority populations. Each section contains some or all of the following: goals, objectives, a list of required materials, transparency masters, exercises, self-assessment instruments, a teaching script, handouts, and a bibliography. Appended to the trainer's manual are discussions of the characteristics and special needs of minority group, disabled, and limited-English-proficient students in vocational education. The participant's manual, for use by trainees, contains introductory material; a section on planning inservice programs; self-assessment guides for teachers, counselors, and administrators; handout material to accompany the trainer's manual; visuals; and a list of resource materials. (MN)

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ED247372

MODULE II

MAKING IT WORK

AN IN-SERVICE TRAINING PROGRAM FOR VOCATIONAL EDUCATORS

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"Placing Your Voc Ed Trainee"

Placement Strategies for Priority Students in Vocational Education

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INTRODUCTION

WHY DO INSERVICE TRAINING IN PLACEMENT?

INTRODUCTION

Understanding the Problem

The placement of the vocational education student, whether in an appropriate program training area or in a job or on coop, is one of the most important aspects of the effectiveness of any vocational education facility. In fact, the primary aim of vocational education is to prepare students to ultimately be placed in jobs.

A major priority in education today, and certainly in vocational education, is to develop ways to respond more effectively to the educational needs of special populations. This group includes the handicapped, economically and educationally disadvantaged persons, men/women in nontraditional occupations, bilinguals, those with limited English proficiency, the gifted and talented, and minority groups such as Blacks, Hispanics, Asians, American Indians, and Appalachians. Children and adults, males and females, who are educationally or economically disadvantaged, culturally different, or handicapped may not be deriving full benefit from the formal educational process either in academic or vocational programs. Many students with special needs leave school each year without the necessary skills to be productive members of our society. Of the special needs groups in school, relatively few receive adequate training for employment.

Teachers, counselors, parents, volunteers, paraprofessionals, and administrators could better prepare students through strategies which encourage access to a wider number and variety of vocational programs. Additional assistance and services should be extended to vocational programs in order to do the job. Performance levels would increase, and special people could compete more effectively on the job market.

All educators must be aware of five essential components of every student's growing and learning process. Anyone who works directly with or influences a student in any way must be prepared to respond to the student's

- basic physical needs
- psychological needs
- requirements for basic educational skills
- basic survival skills
- career development needs

For special students, these five universal needs are often difficult to meet because of physical, psychological, educational, and economic barriers. There are effective strategies for meeting those needs; in some cases, creative strategies or new approaches to existing strategies may need to be devised. In vocational programs, the success of any strategy depends upon the characteristics of the special group to which it is applied. Special people require special help or services in order to enter, perform acceptably in, and complete a regular vocational program. Special needs populations include those of limited English proficiency, the handicapped, the disadvantaged, the gifted and talented and minority groups. Legislative and federal sources as well as non-governmental research groups categorize special populations as follows:

Minorities

- Black Americans
- Hispanics
  - Mexican Americans
  - Puerto Ricans
  - Cubans
  - Latin Americans
- American Indians
  - Including Alaskan Natives or Aleuts
  - Hawaiians
- Appalachian Whites
- Asian Americans

Disadvantaged

Persons who have academic or economic handicaps, and who require special services and assistance in order to complete vocational education programs.

Handicapped

Persons who are

- mentally retarded
- hard of hearing
- deaf
- speech impaired
- visually handicapped
- emotionally disturbed
- orthopedically impaired
- otherwise health impaired who have specific learning disabilities, and who, by reason of the above,

1. require special educational and related services
2. cannot succeed in a regular vocational education program without special educational assistance; or
3. require a modified vocational education program.

Gifted and Talented

Those persons of great intellectual ability who demonstrate a high level of creative thinking, psychomotor ability, and special aptitude.

Limited English Proficiency

Those individuals who are linguistically different, or whose English-speaking ability is restricted by their environment.

These definitions should clarify the unique characteristics of each special group.

Success also depends on how well teachers, counselors, and administrators relate and respond to the needs of priority students. Each of these people plays a special role and has certain responsibilities in helping the student learner to succeed in the vocational program.

TEACHERS

Vocational teachers play a major role in the social/educational process as providers of services to assist students to fully develop their personal and vocational potential. This can be accomplished through

- assessing the student's needs
  - -to determine appropriate classroom placement
  - -to develop a viable instructional program
  - -to identify opportunities and barriers to the student's success
- providing information to students concerning
  - -qualifications, educational requirements, salary, expectations, and projected job openings in various occupations
  - -assessment of personal interests and aptitudes
  - -work experience opportunities
  - -opportunities for selecting non-traditional occupations
- support services
- survival skills that improve
  - -work attitudes
  - -social and personal behavior
  - -employability
  - -ability to interact with peers, employers, teachers, and parents
- continuous evaluation of and feedback to students on their talents and abilities

Teachers work with students on a continuing basis. They are the one constant link in the educational chain. The positive or negative attitude the student assumes can be attributed to the attitude of a classroom climate set by the teacher.

COUNSELORS

The counselor must be responsive to priority students. The counselor functions as collaborator, interviewer, coordinator, and "all-around friend" to the special student. Counselors

- relate career information
- ensure valid and continuous assessment
- recruit into non-traditional classes
- maintain linkages with community organizations that work with priority students
- arrange for resource speakers and workshops

- provide supportive counseling at critical times
- assist with job development and job placement

Counselors working with priority students should develop and maintain good personal relationships. Devotion and caring are two characteristics that are most beneficial. The counselor must work with parents as well as school staff to make them aware of their feelings toward the person with different needs. The counselor must show how negative feelings may unintentionally reinforce a student's negative self-concept and how positive attitudes reinforce positive self-concepts.

Counselors' functions are many and varied, but the role they play is crucial to the development and happiness of priority students.

ADMINISTRATORS

The administrator provides necessary leadership in organizing and implementing the school program. The critical services the administrator offers to the staff include:

- organized planning and promotion of and participation in preservice and inservice activities designed to improve competencies of instructional and support staff
- analyzing curriculum content, technical information, and other related subject matter
- assisting special instructional staff and support service staff in the selection of facilities, equipment, and instructional materials
- evaluating program and instructional materials; identifying strengths and weaknesses within the operating system
- advocating the role and importance of vocational education for special needs subpopulations in economic development and community growth
- establishing linkages with business, industry, labor, and the community defined broadly to include employers and the agriculture, health and service industries, both public and private, as well as advisory groups representative of those organizations which promote the concerns of special needs subpopulations

Advisory committees should be called upon to assist the administrator. They can participate in

- planning development activities
- providing advice on administrative functions such as
  - -budgeting
  - -accounting
  - -financing
- supporting special bond issues or tax levies to provide equipment and supplies to improve programs

The local administrator must have the support of the community, business, labor, industry, parents, and staff to discharge effectively the responsibilities of managing the vocational education system. The administrator as advocate and implementor can strengthen the responsiveness of the educational system to the special needs learner.

Effective schools require planned coordination between instructional supervision and staff development. The importance of a comprehensive system of instructional supervision has been consistently upheld in the research (Forehand, Ragosta and Rock, 1976; Lieberman and Miller, 1981; Whitmore, Melching and Frederickson, 1972; Kruse, 1976; Moore and Schaut, 1976; System Development Corporation, 1980). A comprehensive program linking instructional supervision to staff development utilizes classroom observation both to help identify staff development needs and to evaluate the impact of staff development programs.

Research indicates that staff training is a key factor in both equity and excellence in education. There is considerable evidence that training staff in learning theory, in instructional and counseling strategies, and in how bias and discrimination may operate in their disciplines and in the classroom has a strongly positive effect on student achievment (Whitmore, Melching and Frederickson, 1972; ESEA Title III Project, 1974; Acland, 1975; Moore and Schaut, 1976; Kruse, 1976; Chow, Rice and Whitmore, 1976; U.S. Commission on Civil Rights, 1976; Redman, 1977; Hillman and Davenport, 1977; Carney, 1979, a, b. c, d).

Based on these studies we can make the following recommendations for staff development:

- A policy mandating and supporting a long-term system-wide program of inservice education and follow-up to train staff in implementing equity in all aspects of educational development (curriculum materials, access to courses, classroom interactions) for all program and service areas (academic, occupational education, guidance, placement) should be implemented.
- Equity-related staff development should not be limited to special programs. It should be incorporated into regular faculty meetings, departmental meetings and building meetings.
- Staff development programs should be followed by action plans that are supported by administrative provision of time and necessary assistance to implement change.
- Personnel functions should be an integral part of the equity effort. Employment practices should be monitored and grievance procedures made clear.
- School systems without trained or experienced personnel to organize and run staff development workshops should locate other resources such as teacher centers and professional associations to assist in conducting training and identifying resources.

STRATEGIES: STAFF DEVELOPMENT

The following list can be used by administrators and teachers to identify strategies for implementing a comprehensive program of staff development.

- There is a staff development policy advocating an ongoing, system-wide program to train staff members and update their skills and knowledge in implementing equity in all aspects of the educational program.

- Principals, supervisors and teachers analyze classroom observations cooperatively and use data for designing staff development programs.

- Programs have been developed to enhance staff awareness of the ways bias and discrimination may operate in the school, in particular program areas, and in classrooms.

- Regular staff development programs are developed and implemented to acquaint staff with mechanisms of self-evaluation, planning, and accountability to achieve equity throughout the system.

- Equity-related staff development is integrated into regular faculty meetings, departmental meetings, and building meetings throughout the year.

- Assistance is sought from equity specialists when additional expertise is needed.

- Time, assistance, recognition and reward are provided for personnel who successfully implement equity practices in their educational responsibilities.

- The school system provides administrators, teachers, counselors, and other staff access to opportunities (both inside and outside the system) to develop multiethnic, non-sexist strategies.

- There is a multidimensional evaluation system to review the staff development program including the assessment of impact in the classroom.

HOW TO USE THIS MANUAL

MODULE II: "Placing Your Vocational Education Students" is one of three modules of Making It Work, an inservice package designed to train vocational education personnel in the areas of retention, placement, and curriculum adaptation. The activities contained in the training sessions here--though specifically focused on placement of priority populations (Limited-English Proficient, Hispanics, Blacks, Handicapped, and women/men in nontraditional jobs)--are generic to the notion of placement in general and, as such, useful in considering this area of vocational education for any student. The module is in two parts (A trainer's manual and a participant's resource manual) and designed for inservice training of teachers, counselors, and administrators in voc. ed. schools.

The primary purpose of this trainer's manual is to serve as a helpful tool for the trainer(s)/facilitators(s). Since the emphasis of the entire module is one of active participation--from the developers through the facilitator(s)/trainer(s) to local vocational education personnel being trained --this manual is important on several levels. It is intended to be used

- To help the facilitator understand the concept and design of the course, how it is theoretically supposed to work, and in what directions s/he should guide the participants.
- To help the facilitator prepare for and deliver the course.
- To serve as a reference resource.

"Placing Your Vocational Education Students" is a day long course organized to make it easy for you to reproduce certain sessions and use them as the time and need arise. We have attempted to incorporate a sense of the dynamics as well as the mechanics of the course to make this manual as beneficial as possible, and we hope it will make your task more enjoyable and fruitful.

The objectives for training session(s) are the following:

A. Reduce anxiety in working with priority groups.

B. Develop a basic awareness of conditions/cultural considerations.

C. Foster total school commitment to serving the priority populations.

D. To introduce methods/strategies for enhancing placement of priority group and other students in vocational education.

ORGANIZATION OF THE MODULE

MODULE II: "Placing Your Vocational Education Students" is a one-day course that combines basic principles of placement and job development with specific vocational education material that is relevant to the daily operations of the vocational education facility. In order to accomplish this comprehensive goal, the course materials and activities have been developed to use different training and learning techniques and to integrate the voc. ed. content materials with other principles of adult learning.

The trainer's manual will help to focus and organize each of the activities and sessions throughout the training day. The purpose of each activity is presented along with information for trainers/facilitators. These comments ("Trainer Notes") help to introduce the activity and provide an overview of how the particular activity fits into the overall structure of the course. After a list of materials required and the time needed to complete each activity, there is a section which includes the topic(s) of the session(s), a lecture or outline for a lecture, and notes to the facilitator(s)/ trainer(s) indicating when to use various materials, what questions to ask, when to set up small groups or initiate other activites/exercises, and other useful hints.

Materials for facilitators include overhead transparencies, case studies, self-check sheets, and other handout materials. These materials are placed within the module for the trainer's convenience. These materials have been designed to provide you with the tools that will help you conduct a successful course. Each trainer/facilitator, however, brings to a training situation a unique blend of skills, knowledge, and past experiences, along with his/her own training style. Therefore, the suggested lecture, script and notes will be of differing value to each facilitator and should be used accordingly. We do not mean for you to memorize the lecture but to become very familiar with it so as to deliver it with the use of notes. Use this manual as your guide book to the course. Write notes and comments in it as you use it so that it increases in value each time you conduct the course.

TRAINER QUALIFICATIONS

This course is meant to be conducted by a team of facilitators with complementary strengths in various areas. Some may be experienced in training and adult education and some experienced only in teaching, counseling or administration in the area of vocational education.

This combination can provide a lively learning environment for the participant plus it allows the individual facilitators to learn from each other. Therefore, rather than requiring specific qualifications for any one facilitator, we recommend that the training team include the following qualifications and competencies.

General Capabilities

- Good organizational ability
- Good public speaking ability
- Comfortability with oneself and his/her own strengths and weaknesses.

Conceptual Grounding

- Familiarity with the modern concepts of adult education. You do not have to have studied adult education in school nor have a graduate degree in it as long as you know the learning differences between children and adults and know how to apply them.
- Familiarity with the theoretical basis of group development.
- Familiarity with the basic concepts underlying placement and job development as it is discussed within the module.
- Familiarity with the basics of the psychology of learning.

Experience

- 2 to 3 years experience teaching in structured or nonstructured learning groups.
- 2 to 5 years experience in the vocational education system.
- Participation in a Train-The-Trainer session or an actual "Placing Your Vocational Education Students" training session.

CONTENT

All the information that comes with the course should be familiar to you, and hopefully you'll know a good deal more--perhaps not in every content area, but certainly in the majority of them, because you must be prepared to both supplement and interpret content on your feet. In particular, you must be thoroughly familiar with the material used in this course, not because it is the best or only material, but because it is the foundation on which the course is built and to which participants are asked to refer. The participants may experiment with it, alter and critique it. But you shouldn't, except as an aid to them.

It is our desire that you continually and progressively contribute to the data base of the course, both through your own wisdom and experience and through additions from professional literature. Most of the content is arranged so you can supplement it easily.

PHILOSOPHY AND ASSUMPTIONS

This course was conceived and produced on the basis of certain assumptions regarding adult learning, which rest in turn on research and theory generally accepted by adult educators and management theorists.

Adults generally hold self-images which include autonomy, interdependence and independence, self-respect, and a sense of responsibility. They should not be treated as children in a school. Adults bring their experience and learning to the course. They are valuable resources for learning and potential contributors to the content and should be encouraged and guided to do so.

People are not passive. They are active all their working hours. They need not be specially motivated to learn. Adults readily learn what they want and need if the means, skill, and opportunities are made available. Hence, education based upon activity is preferable to education based upon passivity.

Adults are psychologically unique. That is, their personalities are well formed, their preferences well set. This means that each one has a particular preferred learning style. Adults do not all learn in the same way and need not learn in the same way. Therefore, learning methods which work well for some do not work at all for others. Methods should be varied and flexible to allow as many combinations as possible.

Adult behavior reflects cultural conditioning. With respect to education, most have gone through school and are accustomed to that kind of learning. They are not generally trained as self-directed learners though all have that potential. Self-directed learning needs to be taught and practiced. The span of experience of the particular audience to which this course is directed is very wide. Beginning voc. ed. personnel will be joining experienced staff in the same course, the young with the not-so-young, and the rurally-oriented with the urban-oriented. It's presumptuous to attempt to describe a common learning need.

There are many learning needs and the course delivery must be flexible so that people can meet various needs and learn from each other.

PLANNING FOR INSERVICE TRAINING

PLANNING FOR INSERVICE AT YOUR SCHOOL

It is not likely that the movement to involve more effectively priority students in vocational education will, like a fad, disappear in a few years. More than likely this trend will become an integral part of the total educational delivery system. Thus, any inservice effort for vocational education must train professionals to identify and be aware of the unique differences among students, and as a great deal of teaching involves the use of common sense, inservice experiences can help staff refine their "common sense" approach to instruction, placement, etc., in order to better serve not only students from priority populations, but all students of vocational education.[1]

Planning for the Needs Assessment

One of the first steps that must be taken in planning any inservice effort is to conduct a needs assessment, which may include three considerations:

- What the vocational education staff perceives as its needs;
- The need to inform vocational education personnel of policy and legislative mandate, etc.;
- The needs as perceived by administrative personnel and presenters.[2]

Previously-conducted needs assessments indicate that inservice programs should address the following:

- Vocational teacher attitudes towards priority populations.
- Identification and characteristics of priority students.
- Evaluation of priority youth.
- Individualization of instruction for priority students.
- Reading assessment of students and materials.
- Assessment and utilization of preferred student learning styles.
- Adapting the learning environment for priority/special needs students.

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[1] Gary Meers, "Inservice Training: Planning the Programs," VocEd, April, 1981

[2] Ibid., p. 35.

- Curriculum modification techniques for classroom and laboratory settings.

- Career information and decision making for priority/special needs students.*

Inservice goals and objectives must be practical, performance-based, and reflective of the needs assessment. They should also reflect competencies needed by vocational education personnel in dealing with priority group students.

Understanding the Need

The Role of the Teacher

Intergroup and interpersonal interaction take place in every classroom and past cultural and sexist biases are often reflected in other subject areas. Therefore, it is important that all staff members and both administrators and teachers be included in inservices. Inservice programs should be designed to develop the ability of the participants to:

1. Be aware of and understand the values, life styles, history, and contributions of various racial and ethnic groups, women as well as men, and various other identifiable subgroups in our society.
2. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relations.
3. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.
4. Recognize the ways in which dehumanizing biases may be reflected in instructional materials.
5. Respect human diversity, due process, and individual rights.
6. Relate effectively to other individuals and various subgroups other than one's own.

Teacher Competencies

The purpose of developing an inservice program is to assist administrators and teachers as they strive to obtain a number of competencies. Teachers should be able to:

- Implement basic communication techniques for facilitating positive interpersonal and intergroup relations within the school and the classroom.

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* Adapted from: Gary Meers, "Inservice Training: Planning the Programs," VocEd, April, 1981.

- Recognize the origins of prejudice and discrimination and the factors which cause them to continue to exist.

- Understand the contributions, values, and life styles of women and various racial and cultural groups. Educators should be able to emphathize with other groups such as the handicapped, etc.

- Develop a scope and sequence plan for including materials and activities that will help students understand the contributions, values, and life styles of racial, cultural, and socioeconomic groups other than their own. Such a plan should also utilize materials and activities that will help students realize the contributions of women as well as men and the various roles and life styles open to both in today's society.

- Identify administrative and instructional materials which show evidence of bias based on race, sex, socioeconomic status, or physical disability.

- Implement activities in the school and the classroom that cause awareness of self and positive self-concept development.

- Deal with conflict situations in a positive, constructive way which will facilitate due process.

- Facilitate the students' awareness of their own values and the consistency of their actions with those values.

- Coordinate large and small group problem solving activities in the school and the classroom that reassure interdependence and cooperation among students.

- Design activities for the school and the classroom which promote respect for and awareness of the value of diversity in our society.

- Deal with racist, sexist, or other discriminatory statements or actions which occur in the school or the classroom.

- Understand how stereotyping of races, the sexes, and other groups results in injustices to individuals in these groups, and how educational institutions have played a role in sustaining such stereotypes.

- Comfortably lead classroom and staff discussion dealing with intergroup relations, the roles of the sexes, and the students' attitudes towards their own and other groups.

- Understand how individual racism and sexism have become incorporated into institutional policies and programs.

These are only some of the competencies that come to mind when one thinks of developing a positive interpersonal and intergroup environment in schools and classrooms. Local schools may want to incorporate other competencies into their inservice program to meet specific unique local needs. It must again be stressed that local board and administration leadership and support will be a big factor in obtaining widespread teacher commitment to multicultural, nonsexist education in the classroom. On the other side of the coin, most schools will have teachers who are very knowledgeable of and committed to the concept, and these individuals should be utilized as resource persons as well as representatives of advisory groups.

THE ROLE OF THE ADMINISTRATOR

Schools must create an atmosphere for learning which is devoid of all prejudice, discriminiation and separatism.

The school administrator, at the central office or building level, has the responsibility for carrying out the policy of the school board, providing supervisory leadership to the rest of the staff, and making the everyday decisions which keep the school running smoothly throughout the year. Once a school board has adopted its policy on multicultural, nonsexist vocational education, it is the administrator who determines by his or her support and leadership whether school board policy remains merely a written statement on a piece of paper, or whether it is translated into visible, viable programs and activities in the school.

It is important for the school administrator to remember several things. One is that as a human being, an administrator has a personal philosophy of life and of education. Both state and local school boards may at one time or another make policy decisions which conflict with an individual administrator's philosophy. Although it would be nice to believe that all administrators would support the concepts of multicultural, nonsexist education, reason and reality dictate that this will not be the case. Administrators who find themselves in such a position must remember that although they are free to lead their personal lives as they wish, they have a professional, moral, and legal responsibility to provide equal educational opportunities to all their students whether they be female or male, minority or majority, and to prepare all their students for the realities of today's world.

Secondly, it must be remembered that minority groups and women are underrepresented in administrative leadership positions. Unless attempts are made to get additional community and staff input, many administrators will be faced with developing a multicultural, nonsexist education program drawing upon a somewhat limited white, middle class, male perspective.

The effectiveness of a multicultural, nonsexist education program will depend on the commitment of both administrative and teaching staff to the program. Since the program will most likely be implemented with the present staff, it will be necessary that opportunity be provided for professional growth for all staff members in the area of multicultural, nonsexist education.

Other Steps For Administrators Are The Following:

1. Make sure that the staff, students, and community residents are aware of federal and state laws, state rules, state guidelines, and the local board policy related to equal educational opportunity and multicultural, nonsexist education.

2. Assign responsibility for program implementation. It is important that who ever gets this assignment feels comfortable with the concept of multicultural, nonsexist education. Make sure that staff, students, and parents know who the designated individual is.

3. Appoint an advisory committee and provide operating procedures for the committee. Call initial meeting and work with the committee to assess needs and develop goals and objectives.

4. Establish a standard procedure for dealing with the grievances of staff, students, and parents.

5. Initiate the involvement of staff, students, parents, and community in conducting an assessment of needs for establishing the program. State desired human relations competencies needed by students and staff in behavioral terms.

6. Develop activities which will enable the district to meet its goals and objectives. Identify both internal and external resources. Write up multicultural, nonsexist education plan.

7. Develop an evaluation and a follow-up program.

8. Seek needed financial support from the local and state Boards of Education.

9. Utilize members of the advisory committee as resource persons.

10. Provide in-service training in human relations for board members, administrators, teaching staff, and support staff. Identify teachers that are presently implementing a multicultural, nonsexist program and utilize them as resource persons.

Self Assessment For Inservice Preparation

The next step in planning for inservice at your school is a process of self assessment for voc. ed. personnel. This, in addition to the needs assessment, enables staff to include in the inservice activities those areas of particular concern to staff at a particular voc. ed. location. Some samples of what the self assessment instrument might look like follow.

Use the numerical scale as follows in your self-assessments for inservice training.

1. unsatisfactory
2. meets minimum requirements
3. average
4. excellent
5. outstanding

SELF ASSESSMENT GUIDE FOR ADMINISTRATORS AND SUPERVISORS

1.	Have you disseminated information on the State Multicultural, Nonsexist Curriculum Guidelines; State and Federal Equal Educational Opportunity legislation (Title IX of the 1972 Education Amendments and Title VI of the Civil Rights Act) to all members of your staff?	1 2 3 4 5
2.	Is the make up of your staff representative of the school district population? (In regard to race, sex and other characteristics?)	1 2 3 4 5
3.	Have you prepared and disseminated a directive to all staff members affirming a student's right of access to all courses regardless of sex or race?	1 2 3 4 5
4.	Are all classes in your school less than 80 per cent one sex . . . and less than 25 per cent minority?	1 2 3 4 5
5.	Have you planned inservice activities on interpersonal communications, intergroup relations, sex role stereotyping and multicultural curriculum?	1 2 3 4 5
6.	Have you authorized a study of the curriculum content and instructional materials utilized in your building to insure that they are representative of the racial and cultural diversity in the country and the roles open to both men and women in our society?	1 2 3 4 5
7.	Have you taken affirmative action to provide a balanced staff in terms of sex, age and race?	1 2 3 4 5
8.	Have you requested that all building staff submit information concerning instances of sex, race, or other discrimination that they may identify in employment, student treatment and the school program?	1 2 3 4 5
9.	Have you asked the various department heads to review their individual programs for evidence of possible discrimination on the basis of race or sex?	1 2 3 4 5
10.	Have you made your staff members and students aware of the grievance procedures which have been adopted by the local district?	1 2 3 4 5

11. Have you reviewed all course enrollments by race and sex and are you able to assure that course enrollments that are disproportionate are not due to school policies or counseling procedures? 1 2 3 4 5

12. Have all staff members been notified as to who in the district has responsibilities for coordinating Title IX and multicultural curriculum activities? 1 2 3 4 5

13. Are the criteria you utilize in making decisions on hiring, promotion, transfer, and dismissal strictly related to the job description and are decisions made without regard to sex, race, age, etc? 1 2 3 4 5

14. Do you have a planned interview format for interviewing prospective employees which does not include questions about marital or parental status and other non job related areas? 1 2 3 4 5

15. Are promotion policies well publicized and consistently implemented with all staff members in your building? 1 2 3 4 5

16. Is pregnancy of both students and employees treated the same as any other temporary disability? 1 2 3 4 5

17. Do student handbooks make it clear that in your building all courses and extracurricular activities are open to all students regardless of race or sex? 1 2 3 4 5

18. Has the generic "he" or "she" been avoided in favor of such terms as students in all documents coming out of the building office? 1 2 3 4 5

19. Have you discussed the implications of Title IX with all physical education personnel in your building and authorized them to develop a plan for integrating all activities on the basis of sex and race? 1 2 3 4 5

20. Have students been notified that all physical education classes will be open to students regardless of sex or race? 1 2 3 4 5

21. Have you sent a directive to all staff involved with vocational education classes (home economics, industrial arts, business, etc.) affirming the rights of student access regardless of race or sex; and have you authorized staff to devise a plan for integrating those courses? 1 2 3 4 5

22. Have students been informed that all vocational courses are open to all students regardless of sex and race? 1 2 3 4 5

23. Has a directive gone out to all guidance and counseling personnel which affirms the right of every student to counseling without regard to sex, race, socioeconomic status, etc.? 1 2 3 4 5

24. Have guidance and counseling personnel been directed to review their policies, practices, counseling instruments and materials for possible discrimination on the basis of race or sex? 1 2 3 4 5

25. Are staff and student counseling assignments made without regard for sex, race, etc.? 1 2 3 4 5

26. Have counselors in your building received information regarding the nondiscriminatory use and interpretation of tests and counseling instruments? 1 2 3 4 5

27. Have building policies been reviewed to assure that all students regardless of race, sex, or marital status receive equal treatment (aid, benefits, services) and equal application of various rules and regulations? 1 2 3 4 5

28. Have you reviewed your school's policies and programs related to student honors and awards to ensure that there is no discrimination on the basis of sex and race? 1 2 3 4 5

29. Have you reviewed extracurricular policies, programs, and activities to see if they are open to all students regardless of race or sex? 1 2 3 4 5

30. Have you done a review of enrollments in all special education programs (EMD, TMD, handicapped, gifted and talented, etc.) by race and sex? 1 2 3 4 5

31. Do all students regardless of sex or race have equal access to the use of school facilities? 1 2 3 4 5

32. Are pregnant students provided access to all educational programs and activities provided for nonpregnant students? 1 2 3 4 5

33. Are all rules related to marital status applied equally to male and female students? 1 2 3 4 5

34. If homebound services are provided for students with medical disabilities, are they equally available to pregnant students for reasons of medical disability? 1 2 3 4 5

35. Is medical certification for leave of absence, for continued participation in, or for exemption from school activities due to pregnancy handled in the same manner as for any other medical disability? 1 2 3 4 5

36. Do existing athletic programs and activities offered in your building (interscholastic, intramural, and club) meet the interests and levels of ability of all students (male-female, majority-minority)? 1 2 3 4 5

37. Are all athletic programs provided on a sex -- race integrated basis with exception of sex integration in those sports, the primary purpose of which is physical contact? 1 2 3 4 5

38. Is equal opportunity for athletic participation and athletic benefits provided to all students regardless of sex or race? 1 2 3 4 5

39. Are athletic funds allocated in such a way as to provide equal opportunity for athletic competition to all students regardless of sex and race? 1 2 3 4 5

40. Where either coeducational or legally sex segregated teams are provided, has a determination been made that the teams best accommodate the interests and abilities of both sexes? 1 2 3 4 5

41. If sex separated teams are provided for particular sports, do male and female teams have seasons comparable in length and number of opportunities to complete? 1 2 3 4 5

42. Do males and females (majority and minority) receive equal recognition for athletic participation and/or excellence? 1 2 3 4 5

43. Are personnel assigned to coaching, instructional training, or supervisory responsibilities (with the exception of locker rooms) without regard to sex or race? 1 2 3 4 5

44. Is the compensation for male and female athletic personnel equal for comparable jobs? 1 2 3 4 5

45. Have you issued a directive to all athletic (interscholastic -- intramural) personnel asserting the right of all students of access to athletic programs? 1 2 3 4 5

46. Have you directed athletic personnel to submit plans of action for providing equal athletic opportunity to all students regardless of race or sex? 1 2 3 4 5

47. Has a policy directive been sent to all staff with responsibility for the selection of students for financial aid regarding equal access to such aid for all students regardless of race or sex? 1 2 3 4 5

48. Have you notified all organizations or individuals providing funds administered by the school of the school's obligation to provide financial assistance without regard to sex or race? 1 2 3 4 5

49. Are you providing assistance (English as a second language, bilingual assistance, tutoring) to those students in your building that have limited English speaking talents? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR CLASSROOM INSTRUCTORS, COUNSELORS, AND OTHER PERSONNEL

1. Is the enrollment in your classes representative of the district population in terms of sex and race? 1 2 3 4 5

2. Are you aware of the requirements of Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Education Amendments dealing with race and sex discrimination? 1 2 3 4 5

3. Do you know the individual in your district who has responsibility for coordinating activities related to Title IX and the multicultural, nonsexist curriculum guidelines? 1 2 3 4 5

4. Are you aware of the grievance procedure in your district through which parents, students, employees can register complaints of sex or race discrimination? 1 2 3 4 5

5. Do you know who serves on the multicultural, nonsexist advisory committee in your district? 1 2 3 4 5

6. Have you received inservice training in the areas of basic interpersonal communications, intergroup relations, and sex role stereotyping the classroom? 1 2 3 4 5

7. Have you reviewed the instructional materials you utilize to see if they are representative of the racial and cultural diversity in the United States as well as the roles open to both men and women? 1 2 3 4 5

8. Do all announcements or descriptions of the courses you teach make it clear that enrollment is open to all students regardless of race or sex? 1 2 3 4 5

9. Do the titles of any courses you teach imply that the courses are aimed at one sex or a particular racial group? 1 2 3 4 5

10. Have you notified the administration of any discrimination in employment practices either on the basis of sex or race that you have noticed? 1 2 3 4 5

11. Are all the classes that you teach less than 25 per cent minority? Less than 80 per cent one sex? 1 2 3 4 5

12. Do you utilize grading standards which are consistently applied to all students regardless of race or sex? 1 2 3 4 5

13. Have you made it clear that all students regardless of sex or race have equal access to your courses? 1 2 3 4 5

14. Have you reviewed the curriculum content and structure of your courses to insure that they are free of sexism or cultural bias? 1 2 3 4 5

15. Have you made it clear to all students that they have access to all physical education classes or sections regardless of race or sex? 1 2 3 4 5

16. Have your physical education requirements been reviewed to ensure that they are the same for males and females? 1 2 3 4 5

17. Where you use ability grouping in physical education classes is the grouping done regardless of race or sex? 1 2 3 4 5

18. Are the criteria you use for measurement of progress in physical education courses or activities explicit and free from adverse effects upon students of one sex or race? 1 2 3 4 5

19. Are the activities in your physical education classes diversified for achieving the range of physical education program goals and not concentrated on contact sports? 1 2 3 4 5

20. Where segregation exists in your physical education classes, have you taken affirmative steps to eliminate it regardless of its causes? 1 2 3 4 5

21. Have you reviewed your physical education courses to ensure that your activities are not sex typed as well as to emphasize multicultural aspects of activities (origin, etc.)? 1 2 3 4 5

22. Are all your vocation or career oriented courses (industrial arts, home economics, business courses, etc.) open to all students regardless of race or sex? 1 2 3 4 5

23. Have you made it clear to students either by course announcements or descriptions that all students regardless of sex or race are welcome in all your vocational or career oriented courses? 1 2 3 4 5

24. Have your requirements in the area of vocational or career oriented courses been reviewed to insure that they are the same for all students regardless of race and sex? 1 2 3 4 5

25. Have the curriculum content and instructional materials utilized in your vocational or career oriented courses been reviewed for elements of sexist and racial bias? 1 2 3 4 5

26. Are all vocational and career oriented course titles and descriptions gender free? 1 2 3 4 5

27. Have you reviewed enrollments in your vocational and career oriented courses to see if they are representative on the basis of sex or race? 1 2 3 4 5

28. Are instructional materials in vocational and career oriented courses multiracial in nature? 1 2 3 4 5

29. Is curriculum content in vocational and career oriented course multicultural in nature (emphasis on home economics which deals with many culture-oriented factors)? 1 2 3 4 5

Adapted from: *Guide To Implementing Multicultural Non-Sexist Curriculum Programs In Iowa Schools*. State of Iowa, Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR GUIDANCE COUNSELORS

1. Have you reviewed your guidance and counseling programs and practices to ensure that students have access to counseling without regard to their sex, race, or socioeconomic status? 1 2 3 4 5

2. Have you eliminated career interest inventories and other counseling materials or tests which differentiate between students on the basis of sex or race? 1 2 3 4 5

3. Do you make course assignments without regard to sex or race? 1 2 3 4 5

4. Are all students encouraged to consider all programs of study and to select courses on the basis of their individual interests and abilities? 1 2 3 4 5

5. Are all materials you utilize in academic, career, or personal counseling contacts or programs free from implications in either text, language, or photographs, that certain academic career or personal choices are more appropriate or "realistic" for students of one sex, race, or socioeconomic status? 1 2 3 4 5

6. In courses where minority students make up more than 20 percent or one sex makes up more than 80 percent of the total enrollment, have procedures been specified that ensure that counseling policies, procedures, and programs are not a contributing cause? 1 2 3 4 5

7. Have you familiarized yourself with the implications of Title IX of the 1972 Education Amendments and Title VI of the 1964 Civil Rights Act for nondiscrimination in the counseling process? 1 2 3 4 5

8. Have you reviewed records of your past counseling contacts by sex of student, race of student, source of initiation, and nature of contact to identify possible evidence of sex or race bias in the provision of counseling services? 1 2 3 4 5

9. Have you submitted to your building administrator or supervisor information concerning instances of sex or race discrimination in guidance and counseling practices or materials? 1 2 3 4 5

10. Do your guidance and counseling services foster positive home/school relationships and contacts between parents and staff regardless of the race, sex, or socioeconomic status of the student? 1 2 3 4 5

11. Are eligibility requirements for all student aid, benefits, and services you administer identical for male and female students (majority and minority students)? 1 2 3 4 5

12. Is the nature, quality, and quantity of aid, benefits, and services provided identical for male and female students, (majority and minority students)? 1 2 3 4 5

13. Have all organizations or individuals who provide aid, benefits, or services to students with sponsorship of the district submitted assurances of nondiscrimination on the basis of race or sex? 1 2 3 4 5

14. Are all medical, hospital, accident and life insurance policies or plans provided equally to all students without differentiation in coverage, benefits, or eligibility on the basis of race or sex? 1 2 3 4 5

15. In work-study programs you administer, are employment and job placement assistance provided without regard to sex and race? 1 2 3 4 5

16. Are prizes, honors, and awards conferred upon students without differentiation on the basis of sex or race? 1 2 3 4 5

17. Is all participation in extracurricular activities open equally to students regardless of sex or race? 1 2 3 4 5

18. Are all participants in extracurricular activities treated equally regardless of race or sex? 1 2 3 4 5

19. Are all school facilities equally available for use by students regardless of race or sex? 1 2 3 4 5

20. Are toilet, locker room, and shower facilities provided in comparable numbers and conditions to students of each sex? 1 2 3 4 5

21. Are your rules and regulations regarding behavior of students the same for all students regardless of sex or race? 1 2 3 4 5

22. Are standards you employed for determining compliance with these rules the same for males and females (majority and minority students)? 1 2 3 4 5

23. Are rules and regulations concerning student appearance (attire, hair length, etc.) the same for males and females (Majority and minority students)? 1 2 3 4 5

24. Do existing athletic programs and activities which you coach or supervise (interscholastic, intramural, club) meet the interest and ability of both male and female (majority and minority students)? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

ACTION PLANNING FOR PLACEMENT OF PRIORITY STUDENTS

MUTUAL ACTION PLANNING FOR ENHANCING PLACEMENT OF PRIORITY POPULATIONS

1. Establishing Improvement Objectives

What three improvements related to placement implications of recruiting/interviewing, training, supervising, or support services would you most like to see accomplished during the next year?

1.

2.

3.

Select one of the improvements that is most important to you and write it as an objective. Make sure it answers the following questions:

- What is to be improved?
- Who is going to improve or be improved?
- How will they improve
- Where will the improvement occur?
- When will the improvement occur?

II. Identifying Barriers to and Supports for Improvement

A. What are the important barriers that you will encounter in your effort to achieve the improvements you've selected?

B. What supports will you have in your effort to achieve the improvement?

Placement

III. Reevaluating Your Improvement Objective

Now that you've identified barriers to and supports for your improvement objective, think about the following questions:

Is attainment of the improvement objective possible?

Is attainment of the improvement objective probable?

Is the objective stated in behavioral and concrete ways? Is it observable and measurable?

Have you set a timeline for achieving the objective?

Do you believe your improvement objective is the best available alternative for achieving your change goals?

IV. Planning for Accomplishing the Objective

A. Improvement Resources

What resources (knowledge, skills, money, people, materials, training) will you need to achieve your improvement objective?

knowledge/materials:

money:

people:

skills/training:

Action Steps

List below the necessary first steps that you will have to take to meet your improvement objective, and the timelines you will set for their completion.

Action Step	Time Completed
1.____________________	____________________
2.____________________	____________________
3.____________________	____________________
4.____________________	____________________
5.____________________	____________________
6.____________________	____________________
7.____________________	____________________
8.____________________	____________________

Evaluation

List below the way(s) you will know whether you have accomplished the improvement objective.

1.____

2.____

3.____

Source: Adapted from McCune, S., & Matthews, M. Implementing Title IX and attaining sex equity: A Workshop package for elementary and secondary educators. Washington, D.C.: Resource Center for Sex Roles in Education, 1978.

SESSION I

SESSION I - PLACEMENT IN THE VOCATIONAL EDUCATION SYSTEM

65 minutes to
1 hr. 20 minutes

GOALS

To introduce the trainees to the economic and social factors which influence the placement function in vocational education and to the major terms and concepts used in discussing job placement.

OBJECTIVES

At the end of this session, participants will be able to:

- List and explain the major factors which have made the placement coordinator's job more difficult in recent years.
- Define placement.
- List and explain the stages of the placement process.

MATERIALS

Name Tags
Newsprint
Paper strips (colors) - 5 X 8
Overhead Transparencies
Handouts
Post Test
Glue stick

QUALIFICATIONS

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National Commission for Employment Policy, Expanding Employment Opportunities for Disadvantaged Youth, Washington, D.C., 1979.

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U.S. Department of Labor, Employment and Training Administration, Job Development and Placement: CETA Program Models, Washington, D.C., 1978.

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TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
Introduction 15 minutes	Introduction • Welcome participants, introduce trainer/facilitator.
Newsprint or Overhead Agenda Trainer Bio Sheet	• Present brief topic outlines of the session--if possible, distribute a copy of the agenda and display a copy as an overhead transparency or on newsprint. • Explain logistics (lunch, breaks, etc.), if possible.
Ice Breaker Exercise 20 minutes	Ice Breaker Exercise It may be appropriate to undertake a short interactive exercise to allow participants to meet each other and to accustom them to participating in the group. Several such devices are commonly used; A. Ask each person to introduce him or herself (or the person sitting to their left). B. Ask each person to introduce him/herself and tell what they hope to get from participating in the session.
5 X 8 Strips of Colored Paper	C. Make a large (double) newsprint with the heading "My Expectations Are..." Give each person two colored pieces of paper and a felt tip pen. Ask them to complete the statement, collect all the cards and post them on the newsprint with glue. As you are posting them, you should read them aloud.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
Lecturette 45 minutes - 1 hour	Lecturette - Job Placement
Lecturette and Group Discussion	**Trainer Note:** In a short presentation to the group, the trainer will briefly highlight some of the reasons that the Massachusetts placement coordinator's job has become more difficult in recent years.
Handouts I-I, I-2, I-3 Overheads	Since most participants will have been acting as placement coordinators for several years, they may be able to articulate many factors which have made the job of the vocational education placement coordinator more difficult. They may readily add factors to those presented by the trainer. The second part of the lecturette will be a discussion of the terms and concepts important in an understanding of job placement. In addition to the overhead transparencies contained in this module, three optional supplemental readings are provided (Handouts I-1, I-2 and I-3). The trainer may ask the trainees to familiarize themselves with these materials.

TIME, MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

Lecturette Outline

Lecturette Outline

I. Job Placement - Difficulties

A. Since most of you have been working in placement, please share your experiences.

B. Job Placement is the primary reason people enroll in secondary vocational schools; vocational education is judged by the ability to place students in jobs.

C. Interest in vocational education is high now; admission policies are more selective than before.

D. Graduates are expected to demonstrate a high level of expertise.

E. Employers are willing to recruit from a larger geographic area.

F. The job market (the needs of employers) changes rapidly.

G. New socio-economic groups are seeking entrance into the vocational education system.

Handout I-1

Trainer Note: Pass out Handout I-1.

II. Placement Process

A. Job placement is a process; many factors influence this process.

B. The placement process actually begins long before students are job ready. Job placement begins when students are accepted into the training program. Thus, the input into the process is influenced by such factors as:

- number of students available for training,
- social attitudes toward vocational education,
- recruitment efforts and techniques,
- training offered,
- physical access,
- entrance requirements.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	C. The educational experience also influences the ability of the placement staff to function successfully. Among the classroom related factors which can influence the placement process are these: • students actually selected, • teachers available (training, background, etc.), • physical facilities and equipment, • curriculum, • training techniques, • other means of training available. Finally, the actual job placement process (the output phase) can be influenced by many factors. Among these are: • placement techniques, • demand for workers (graduates), • availability of substitutes (workers from other areas, machines), • student wage expectations, • success or failure of previous placements, • employer values and attitudes, • the economic climate (nationwide and locally) and • skills of the placement officers. III. Job Placement Defined A. Several definitions of job placement exist: 1. Matching those who indicate unemployment with employers who have job vacancies. or 2. Anything to assist the unemployed find jobs. or 3. A process involving the provision of a group of services designed to help individuals to find work.

TIME, MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

IV. Job Placement as a Process

Job Placement is a several step process involving:

A. Pre-employment orientation, registration and preparation for referral.

B. Job order (vacancy) listing.

C. Matching of job vacancy with students available for work.

D. Post placement follow-up.

V. Job Placement and Job Development

A. Job placement counselors function much like job developers in other employment and training agencies.

B. Trainees may wish to undertake the additional reading on job development and Labor Market Information included in Handouts I-1, I-2 and I-3.

VI. The Professional Job Placement Coordinator

A. In our research, we found that good job placement programs demonstrate many features in common. Among these are:

1. At enrollment in training, the trainees are given an accurate picture of their chances of obtaining employment in their field of interest
2. Trainees clearly understand the conditions of employment they are likely to encounter, including the wages and chances for upward mobility.
3. Job placement staff get to know the trainees prior to completion of their course work.
4. Coordination of the job placement efforts is emphasized to help avoid repeated calls on the same employers.

TIME, MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

5. Extensive training is required for placement staff. They are required to demonstrate the following:
    a. in-depth knowledge of the occupation in which they seek placements,
    b. knowledge of the local employers and industries,
    c. good interviewing skills,
    d. ability to successfully deal with local unions, and
    e. ability to teach the students job search techniques.
6. The goals and objectives of a placement program should be established to equitably meet the needs of all students.
7. Placement services should be provided throughout the year.
8. Placement programs should ease the transition of students from the school environment to the world of work.
9. Placement services should increase career opportunities through job development and encouraging access to further career training.
10. The vocational school placement services should build on (rather than duplicate) non-school placement activities.
11. The placement function should be centralized within the school.

1. Background--Lecturette

Placement in jobs within a particular field of interest is the primary reason for enrollment given by most of the young people entering Massachusetts vocational schools.

Certainly there are those who enter for other reasons. The day has not yet come when we no longer hear stories of students "shuffled off" to the vocational school in the hope that somehow flagging adolescent interest in matters educational will be revived. However, for the most part the entrants to the Massachusetts Vocational Education system today are more highly motivated and demonstrate better academic aptitude than their predecessors.

Current classes of entrants are entering schools which have more difficult entrance requirements than ever before and which are more selective in filling the limited numbers of classroom seats. Further, progress has been made in assessing student aptitudes, abilities and interests before placing them in training programs.

This trend toward increasing care in student enrollment is accompanied by a marked increase in the need for vocational school graduates with specific and advanced skills. As so called "high technology" industries become more important in the Massachusetts economy, employers are requiring vocational school graduates with higher skill levels upon graduation. Those graduates not employed in "high technology" industries frequently find that they are working in fields which are more highly specialized and involving increasing levels of sophistication than ever before.

This change in the entrance requirements of the local employers has been accompanied by a willingness of employers to recruit employees from a wider geographic area than ever before. As larger employers enter the market, their ability to quickly recruit employees from a larger pool can make placing recent graduates more difficult.

All of these factors are accompanied by a job market which can change very rapidly. Rapid development of new technology and sudden surges in demand for new products has characterized some segments of the national economy in recent years. This has changed the Massachusetts economy to some extent, and therefore has influenced the needs of local employers. These needs directly impact the ability of placement officers in Massachusetts vocational schools to obtain employment for their students.

Vocational educators are also faced with increased interest in vocational education on the part of socio-economic groups who have previously not demonstrated significant desire to obtain vocational education. This is resulting in the arrival of groups of students with values, attitudes and educational needs which are quite different from the students previously attending vocational schools. Just as different educational techniques are sometimes appropriate for these students, it is sometimes necessary to modify placement techniques to satisfactorily provide these students with job opportunities.

As public funds become scarce and the amount of money available for education is reduced, educational administrators, politicians and the public at large have taken an increased interest in the performance of schools. Although society expects schools to accomplish many goals, consensus on what these goals are is not always universal. Regarding vocational schools one goal is universal; the end result expected for secondary vocational school graduates is placement in a job directly related to the training received. Unlike some of the other goals of the educational system, this goal is clear, relatively easily measured and has nearly universal acceptance. Failure to accomplish this goal can only have negative consequences for vocational educators.

It is to help encourage efforts to obtain successful job placements for certain priority populations that this module has been developed. Handout I-1 provides additional information.

2. The Placement Process

Job placement can be viewed as the terminal objective of the vocational education process. While some argue that this view is shortsighted, at least for the moment it is against this objective which the performance of the system is judged. Yet if the educational experience is truly a process, then all of the steps of the process must, to some extent, influence the ability of the system to achieve job placement.

If vocational education is viewed as a process including three stages (input, process and output) the following factors can be said to influence the process:

Input

- number of students available for training,
- social attitudes toward vocational education,
- recruitment efforts and techniques,
- training offered,
- physical access,
- entrance requirements.

The "Classroom" Process

- students actually selected,
- teachers available (training, background, etc.),
- physical facilities and equipment,
- curriculum,
- training techniques,
- other means of training available.

Output

- placement techniques,
- demand for workers (graduates),
- availability of substitutes (workers from other areas, machines),
- student wage expectations,

- success or failure of previous placements,
- employer values and attitudes,
- the economic climate (nationwide and locally) and
- skills of the placement officers.

These are but the most obvious factors which can influence the ability of placement officers to find jobs for their students. Clearly, a wide range of factors can influence the ability of placement officers to obtain jobs for their students. Many of these are beyond the control of placement personnel. However, it cannot be stressed strongly enough that skilled placement officers are essential if adequate placements are to be obtained.

At present, the vocational education system faces challenges which are unprecedented. Declining resources, an increasing rate of change on the part of the employers served by the system and a student body which is more diverse than ever before are but a few of the most obvious challenges which face the vocational education system as it enters the 1980s. Since much of the public judges the system by its ability to place its graduates in jobs, the performance of the placement staff takes on increased importance.

3. Placement Defined

Several definitions of job placement exist. For the earlier government-sponsored efforts at intervening in the labor market, placement services meant referring people without jobs to employers with job vacancies.[1] In essence, government-sponsored employment officers served as labor exchanges--the offices were places at which the unemployed could register and affirm their eligibility for work, and at which employers with job vacancies could record their openings. With the passage of time, these offices collected information on the skills of the unemployed and attempted to match these skills with the job qualifications requested by employers.

According to Job Development and Placement: CETA Models,[2] job placement is "...the movement of a program participant into a job." Job placement is clearly more than a simple referral of students to jobs. But if job placement is not mere job referral, what is placement?

Placement is a process consisting of the provision of several types of services to job ready people. Writing in Placement and Follow-Up, John Martin described job placement as follows:

> In its broadest sense, placement is anything that the school system does in order to assist individuals to take the next step.[3]

Translated into specific career related functions, Martin defines placement to include the following:

- career awareness activities,
- career exploration activities,
- career planning activities,

- career decision-making activities,
- pre-employment preparation,
- educational placement, and
- curriculum modification.

Seen in this light, job placement is a process including the provision of a group of services. In fact, placement activities in the vocational education system will most often result in school completors finding work in a field related to the training they have received. However, one would not expect administrators to view unfavorably the vocational education student who chose to seek additional schooling, training or who enrolled in the military.

While these definitions differ slightly, clearly all agree that placement is a process or group of activities intended to assist training program graduates in obtaining employment. Having agreed on this, let us now examine the process more fully.

4. Job Placement as a Process

Our research indicates that the most successful job placement programs are those which include a range of services. This service pattern has been best described by Herman Peters in Placement and Follow-Up.[4]

In essence, Peters suggests that the placement process includes the following steps:

- Pre-employment orientation, registration and preparation for referral.

- Job order (vacancy) listing.

- Matching job vacancy with student availability for work.

- Post placement follow-up.

5. Job Placement and Job Development:

In attempting to find jobs for vocational education students, the placement officer often functions much like the Job Developer employed by such employment and training programs as the U.S. Employment Service and local programs funded under the Comprehensive Employment and Training Act (CETA). The job development function has been described by the U.S. Employment Service as follows:

> ...the activity that involves the working with public or private organizations and businesses to develop job opportunities. Also, the process of soliciting a public or private employer's order for a specific individual.

Vocational educators may find the job developer a useful model for some of their own job placement-related activities. A considerable body of literature is available on this job and its functions. For your convenience, we have developed a short handout describing the position in detail. See handouts I-2 and I-3.

6. The Professional Job Placement Coordinator

The employment and training literature describes several different organizational models for the job placement function. In some models, the placement functions are divided among several staff people. In others, placement responsibilities are centralized in one person.[5]

In the models encountered, several features were found in common:

1. At enrollment in training, the trainees are given an accurate picture of their chances of obtaining employment in their field of interest.
2. Trainees clearly understand the conditions of employment they are likely to encounter, including the wages and chances for upward mobility.
3. Job placement staff get to know the trainees prior to completion of their course work.
4. Coordination of the job placement efforts is emphasized to help avoid repeated calls on the same employers.
5. Extensive training is required for placement staff. They are required to demonstrate the following;
   A. in-depth knowledge of the occupation in which they seek placements,
   B. knowledge of the local employers and industries,
   C. good interviewing skills,
   D. ability to successfully deal with local unions, and
   E. ability to teach the students job search techniques.
6. The goals and objectives of a placement program are established to equitably meet the needs of all students.
7. Placement services are provided throughout the year.
8. Placement programs ease the transition of students from the school environment to the world of work.
9. Placement services increase career opportunities through job development and encouraging access to further career training.
10. The vocational school placement services build on (rather than duplicate) non-school placement activities.
11. The placement function is centralized within the school.

FOOTNOTES

[1] Mangum, Garth and John Walsh, Employment and Training Programs for Youth: What Works Best for Whom, A report prepared for the U.S. Department of Labor, Employment and Training Administration, Office of Youth Programs, 1978, pp. 151-162.

[2] U.S. Department of Labor, Employment and Training Administration, Job Development and Placement: CETA Program Models, Washington, D.C., 1978.

[3] U.S. Department of Labor, Employment and Training Administration, Job Development and Placement: CETA Program Models, Washington, D.C. 1978, pp. 6-7.

[4] Johnson, Marion et al, Bridges to Employment, Practices for Job Development, Placement and Follow Through of Unemployed Youth for Vocational Education and Manpower Training, R & D Report Number 186, The National Center for Research in Vocational Education, The Ohio State University, 1980, pp. 30-31.

[5] Mangum, Garth and John Walsh, Employment and Training Programs for Youth: What Works Best for Whom, A report prepared for the U.S. Department of Labor, Employment and Training Administration, Office of Youth Programs, 1978, pp. 151-162.

Handout I-2-1

BASIC ELEMENTS OF JOB DEVELOPMENT

Job development involves a number of discrete activities in a logically related sequence. Simply speaking, job development is helping a person find a job. The purpose of this paper is to define the concept of job development and review the basic elements of a job development system.

The task of helping a student to find a job is complicated by a broad range of variables including the student's needs, the state of the economy on the national and local levels and the needs of local employers. When dealing with priority population student groups who must also learn a new language, adjust to a new culture or who are simply entering the workforce for the first time, the job development process becomes even more difficult.

The following sections of this paper help us to focus our attention on three phases of job development: pre-placement, placement and post-placement. Each phase has a particular goal and suggests specific activities which should take place during the job development process.

Pre-Placement

Finding an employer is not a random process. Taking a "shotgun" approach to job development can be time consuming and ineffective because you may be using resources for activities which cannot generate jobs. Before you select an employer or employers to contact, spend some time in planning your approach. You may want to establish some criteria against which analysis and comparisons of prospective employers can be made. Identify the characteristics of the employers and their needs. In general, do they have high skilled jobs, jobs that demand a lot of English, jobs that require a good deal of academic preparation, etc.? After preparing a comprehensive list, a tentative selection of employers can be made. However, before any firm can be contacted, three other activities should occur. Efforts need to be made to understand the dynamics of the local labor market, the influential forces in the community and the organization and personnel hiring policies and practices of the local employers. Thus, a first step in job development for priority populations is basic research to answer such questions as

- Who is hiring, who is laying off?
- Who is expanding, relocating, automating in your area?
- What are turnover rates in the major local employers?
- What employer is planning to introduce a new product or service?
- What skills are sought by employers?

  -Are they skills that your students possess?

  -Would analysis of the required job skills help you open more doors for your students?

  -Could you discern hiring qualifications which are inconsistent with the skills or abilities necessary to perform a particular job?
- Have the companies hired vocational education graduates in the past?
- Which groups in your community could help influence employers' hiring practices? Groups like churches, the YMCA/YWCA, colleges and universities are some possibilities.

Labor Market Information

One way to get the above labor market information is to collect and analyze your own data; however, most schools do not have the resources to do this. Since labor market information is essential, it is important to consider alternate means to acquire it. Many state and local agencies generate labor market information which you can use. You can form a consortium with other schools to reduce the workload and avoid repetition. In fact, surveys of specific employers can be assigned to different schools so that the workload is shared and employers are not flooded with similar inquiries from several different schools. It may help to contact the State Employment Service (SESA) before initiating an employer contact. SESAs may already have acquired specific information about an employer that can be helpful to you.

More specific information about appropriate labor market resources is discussed in a paper on labor market information and research approaches which is handout I-3.

The Community Context

Organized efforts to secure jobs for priority population vocational education students may be handicapped by community bias or stereotypes. The community, while generally considerate of your priority population students, may have some reservations about them.

The social and economic reasons for these reservations are founded, for the most part, on fear and/or misunderstanding. Employers generally enthusiastic about voc school graduates as employees may share the community's concerns about priority population students. Employers may be unaware that hiring handicapped workers will not raise insurance rates; they may be unaware that handicapped workers have better than average attendance records. In addition, employers may worry that English language difficulties or ethnic and cultural differences will reduce productivity and frustrate supervisors and fellow employees. Finally, the employer may have had no experience with nontraditional employees.

Job developers in job placement staffs cannot expect to reorient the entire community. To do so would require almost inexhaustable resources and well-planned effort over a long period of time. Even well-planned efforts may not be successful, since attitude change also requires adaptation, peer and social pressures. Nevertheless, the placement specialist can successfully reorient individual employers. School job developers capitalize on an employer's generally positive attitude toward voc students by emphasizing the priority students' similarities rather than differences.

A school can promote community support without taxing its own resources by linking with community resources and the efforts of client advocacy groups, volunteers, churches, colleges and business groups like the National Alliance of Business (NAB) and Chambers of Commerce.

Corporate Context

Much of the success in job development and job placement efforts depends on having a realistic picture of the business world and good interpersonal relationships with business persons. This is not always easy to achieve, and an "inside" person can be of considerable help.

One way of developing closer ties with the local business community would be to set up a special board from industry. Members might include employers who are satisfied with students they have hired, local business leaders and members from your own faculty. Another approach might be to link with an already established board like the Private Industry Council (PIC) under the Job Trainig Partnership Act. Many locales have PICs which can be identified through your Mayor's Office or the U.S. Department of Labor, Regional Office.

Persuading the Employer

The art of selling is a valuable skill in any job development effort. It is unlikely, however, that schools are staffed with individuals who have this skill. You can compensate for the lack of skilled salespeople by applying good communication skills, a thorough understanding of student needs and interests and an understanding of the employer and his/her needs.

In "selling" vocational education students to employers, the "seller" needs to "get into the emp[illegible]s head" and understand the employer's needs. I[illegible] cases, profit is the primary motivating force f[illegible] employer.

The seller should aim his/her sales pitch at student characteristics that "prove" or show a high correlation with achieving profits. For example, punctuality, dependability, perserverance, loyalty, honesty, and initiative are some correlates. These can be supported with testimonials from employers who have hired students and are satisfied with their performance.

Employer Standards

In general, activities in the pre-placement period have concentrated on collecting information about companies. Now it becomes important to analyze this information and determine what the employer standards are and what is expected of workers in entry level jobs.

The job development team or job placement counselor should look at employer criteria and assumptions about hiring, upward mobility and the availability of training opportunities. As much as possible, the team should look at each firm's technological side and its humanistic or social orientation--how and why do they hire specific employees and how do they perceive and respond to worker needs and growth?

With this information the job developer may be in a position to discern "artificial" hiring standards or "barriers." For example, requirements for prior experience in relatively unskilled entry-level jobs are often waived by employers on a trial basis. Where the relationship between job developer and employer is strong, these issues can be worked out. In other cases, however, it may be difficult, if not impossible, to change a company's attitudes and practices. Approach the employer gradually and settle for a little change at a time. Plan your objectives for each meeting and focus on reaching those objectives. These little gains add up, and more importantly they are likely to be permanent.

Student Job Readiness

A third task is to assist students in becoming job ready. A job placement counselor should analyze each student's potential for finding, obtaining and retaining a job. Developing an employability plan for each individual may involve job choice counseling, ESL, coaching and practice interviews, etc. Focal questions for the school placement counselor are, "What does the student need to be job ready?", "What can the school realistically do to meet this need?" and, "What outside resources could pick up where the school leaves off?" Considerations for the school include such questions as:

- What is necessary or job-directed and what is "nice to have?"
- What is the budget for such activities?
- How can the student best be served within time, money and job development purpose constraints?

A well-designed job development system will evolve, in part, from answering these questions and developing an individual employability plan for each student. The school will be in a position to more appropriately match individual students to jobs. Ideally, an employability development plan matches existing jobs in the area with the interest of the student.

Job Placement

There are at least two approaches to "selling" students to employers. You can sell them one by one. Or, you can sell them as a group. Many vocational education job development efforts have emphasized the placement of individuals in jobs wherever jobs could be found. Selling students one by one is tedious, time consuming and costly. Each time a successful pitch is made, barriers are temporarily waived but those walls may go up again as soon as that person has been hired.

A more efficient approach is selling the group, thus attempting to eliminate the employment barrier permanently. It may also be more effective, in terms of school and employer satisfaction, to focus job development efforts on promoting employer awareness of the benefits of hiring priority population graduates as a group. Today, employers are generally quite positive about the value of voc school graduates as workers. Your priority population students are a subset of the whole group.

Any progress you can make in this area is a major achievement. The important point is not to give up. Focusing on reducing barriers is by and large a healthier approach in the long term which will keep you focused on the real issues involved in job development and not solely on the process.

Contacts between school and employer are better made when employers see that you understand their needs and can produce potential employees to fill those needs. With this approach, employers are likely to place job orders with your school.

Some additional help in soliciting jobs can come from the National Alliance of Business (NAB). NAB is an organization that usually knows where jobs are and where they are likely to be. They are made up of private business people with the capacity (and resources) to convince fellow business people to pledge jobs. Trade associations and Chambers of Commerce may also be helpful in identifying specific employer needs for workers, now and in the future. Remember again to plan your solicitations carefully and coordinate them with other agencies so that you will not barrage employers with job solicitations or speculative requests.

Post Placement

Job development activities do not stop after the student is placed. In order to ensure that the graduate stays on the job, the job counselor or development team may want to establish a system of support services to assist both the student and the employer.

The activities in the placement and post-placement periods do not necessarily occur in a given sequence. Instead, the sequence of activities will depend upon your particular situation and the needs of your priority population students. In fact, you may find them occurring simultaneously. Consequently, a variety of staff working as a unit or team is a more likely combination for success than is one individual trying to do job development entirely by him or herself. For example, the counselor, having identified a job opening and made an appointment, might be rehearsing a handicapped student for an interview while checking out the availability of public or special transportation and wheel chair access at the worksite, and simultaneously looking for other openings.

Post-placement activities are relatively new in the placement field and are somewhat loosely defined. They deal largely with people and their reactions. Post-placement activities could encompass: 1) direct support services for the student, 2) support services for the company, 3) extended assistance to the student and employer as a unit, and 4) evaluation for the benefit of the job development team and its school on the successes and problems of the placement.

Job development teams should attempt to give these four activities equal emphasis in stabilizing the long-term work situation of the priority population vocational education graduate. However, individual situations and agency resources may dictate a response priority.

1. Support services for the worker. These may be largely the responsibility of a job placement counselor who links the worker, school, employer and community together. S/he provides counseling to both student and supervisor when problems warrant. The counselor provides both moral support and advice (counseling) and functional aid

(access to resources) that will help the student become a worthwhile worker. The counselor should know the student in depth; and preferably is bilingual or bicultural.

2. Support services for management. These go beyond counseling support. They include functional services to aid the employer and all members of a firm to deal with the work situation where the student is present. Activities may include seminars on the characteristics of priority populations and advice on training programs that might be adaptable to the student or assistance in job redesign to afford employment opportunities for vocational education students without decreasing productivity.

3. Extended assistance. This primarily involves obtaining resources from the outside community to improve the work situation for both student and employer. These resources may range from improving transportation arrangements for workers to negotiating financial aid to employers who are willing to take part in a training program for priority populations. A school can arrange referral mechanisms with outside agencies to expedite the process and avoid "reinventing the wheel" every time these resources are needed.

4. Evaluation. This is an integral part of job development, as it is of any other management activity. What happened to the student once s/he reached the job? What problems in the work situation were not anticipated? How were these problems resolved? If not resolved, why not? How does this placement compare to others with the same employer? How does this employer compare to other employers where graduates have been placed?

   Evaluations are feedback mechanisms which permit the school to take corrective action and better serve all vocational education graduates. Keeping an employability plan for each student would help organize and coordinate job development activities and provide a base of management information for evaluating placement strategies.

The materials in this section were based on a paper by Frank Baressi of A.L. Nellum and Associates for the Regional Office of the U.S. Department of Health and Human Services, Office of Refugee Resettlement:

Baressi, Frank. "Basic Elements of Job Development," Jobs for New Americans: The Campaign to Help Indochinese through Employment. A. L. Nellum and Associates: Boston, 1982.

Labor Market Information

BACKGROUND

These are not easy times for vocational educators. At the federal level, the funding of almost all human service programs has been lowered significantly. In many states, tax revenues are dropping at the same time as federal funding to state agencies is declining. Some cities and towns are experiencing such severe financial problems that they are cutting such essential services as police and firefighters. Simultaneously, there are increasingly vocal suggestions that the private sector will fill the gap left by the recent reductions in funding levels and shifts in government spending priorities.

For the established human service agencies, these trends have meant reductions in staff sizes and cutbacks in services provided to clients. Many private non-profit service agencies which survived when government subsidies were at higher levels have closed their doors, unable to survive these "lean years."

SURVIVAL SKILLS: THE NEED FOR LMI

So What? How can we adjust to these changes? To survive in the new environment, human service agencies must enhance their management and fund raising skills. An important first step in employment related programs is learning answers to the following questions;

1. Who are my clients?
   (age, sex, location)
2. What skills do they have?
   (language, education, training, personal qualities)
3. What industries exist in my service area?
   (type of industry, size, hiring patterns)
4. What jobs do these industries have?
   (job title, entrance requirements, wages paid, promotion potential...)
5. Which industries have job vacancies now?
6. Which industries might have job openings in the future?

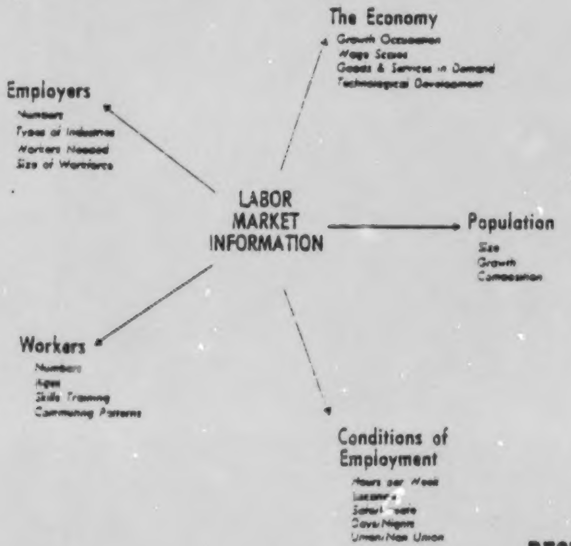
Answers to these types of questions will help you to target your limited resouces on the most promising job prospects. In addition, this type of information will help you to make the strongest possible case to potential funding sources. This is the essence of labor market information.

LMI: THE FORMAL DEFINITIONS

Labor market information is any kind of information that helps us understand the employment opportunities of a particular labor market area. A labor market area is a geographic region in which workers might normally be expected to commute.

Labor market information includes a range of demographic (population, labor force and other kinds of information about labor market activities) and economic information to help us understand the number and types of jobs which are (or will be) available in a particular area and the numbers and skill levels of the people available to fill those jobs. The Employment and Training Administration of the U.S. Department of Labor defines labor market information in the following manner:

> That body of information arising from the measurement and evaluation of the socioeconomic forces influencing the employment process in specific labor market areas. The factors that affect labor demand-supply relationships define the content of LMI and include population growth and characteristics, trends in industrial and occupational structure, technological developments, shifts in consumer demands, unionization and trade disputes, recruitment practices, wage levels, conditions of employment, and training opportunities.


The Economy
Growth Occupation
Wage Scales
Goods & Services in Demand
Technological Development
Employers
Numbers
Types of Industries
Workers Needed
Size of Workforce
LABOR MARKET INFORMATION
Population
Size
Growth
Composition
Workers
Numbers
Ages
Skills Training
Commuting Patterns
Conditions of Employment
Hours per Week
Location
Salary Scale
Days/Nights
Union/Non Union

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COMPONENTS OF THE LMI SYSTEM

The system for collecting and aggregating LMI involves three major actors:

- The U.S. Department of Labor through the Employment and Training Administration (ETA),
- The U.S. Department of Labor through the Bureau of Labor Statistics (BLS), and
- The State Employment Security Agencies (SESAs).

Usually, the SESAs have a staff of LMI specialists attached to their Research and Analysis Units. The SESAs can also provide assistance to users who request help. A list of the SESA Research and Analysis units for each New England state is at the end of this paper. At present, the SESAs are all suffering from reduced funding and staff levels. This may influence the types and names of available publications.

The federal responsibility for LMI is primarily met by the Department of Labor through the Employment and Training Administration (ETA) and the Bureau of Labor Statistics (BLS). The ETA serves as the conduit for LMI funding to State Employment Security Agencies (SESAs) and has a major role in planning local programs for LMI collection and use. In addition, ETA monitors and evaluates the state LMI programs. Each ETA Regional Office has at least one LMI specialist for this purpose. Since the ETA LMI specialist will probably be familiar with a wide range of LMI projects at the national and local levels, he or she may be a useful person to contact.

The Bureau of Labor Statistics has a more technical role in the LMI system. It provides technical advice and guidance to the SESAs as they carry out statistical programs, including occupational projections or the generation of unemployment and employment estimates.

THE SEARCH FOR LABOR MARKET INFORMATION

A good place for any organization to start a search for LMI is the annual plan of the local CETA Prime Sponsor or Private Industry Council. These plans should contain useful data developed through their own local labor market analysis.

The LMI specialist at the SESA is another person who can provide some general guidance. It may also be helpful to contact the LMI staff of your DOL regional office or the BLS regional office. Perhaps the most useful contact is the manager of the local ES office. The local manager can probably provide you with the fastest and most accurate information on the employment opportunities in your area.

Assembling LMI and performing a labor market analysis is not a rigid or unchanging process. It lies somewhere between science and alchemy. For this reason, there is no set list of sources to research or steps to take. What we can do, however, is identify the major sources of LMI and the sequence in which they should be consulted. Follow this process—working with an experienced LMI professional—and your organization should be able to compile a useful labor market analysis. There are four steps involved in compiling and analyzing labor market data:

1. Identify the geographic jurisdiction of the labor market.
2. Identify employment trends in the local labor market area.
3. Rank order the local industries that are most likely to need or accept new workers now or in the future.
4. Analyze the occupational composition of the industries you have selected.

Step One: Identify the Jurisdiction

One way to organize your information is to identify the geographic jurisdiction of the local labor market. Although you will probably want to focus on the geographic locations served by the school, it might also be useful to locate neighboring communities that fall within normal commuting patterns and that might include significant sources of jobs, workers or training facilities.

In most areas, local labor markets have already been defined by SESA analysts. Much of the data they produce is organized by local labor market area. In general, information about employers is most useful when organized around the labor market area concept. On the other hand, information about client groups or target populations should also relate to the prime sponsor's geographic jurisdiction.

A good starting point for collecting information on the economic and employment activity in a labor market area is to examine the significant industries and employers, determine the employment levels among industries and identify the largest employers among the various industries. In addition to information on these dominant local industries, it would be helpful to develop information on high employment growth industries.

These two sources will account for the greatest numbers of job openings and projected openings in the local labor market area. Sometimes, however, the larger employers are not the best sources for actually getting jobs. Their hiring practices can be more restrictive or subject to collective bargaining or union agreements that complicate the task of filling the jobs. For this reason, it would be wise to identify smaller employers as well. The smaller employer will sometimes be more willing to accept innovative or different approaches to filling job vacancies.

Two sources of information are available on the economic conditions and employers of a labor market area. These data are available through your local Employment Service office.

1. The Employment Service Employment, Wages and Contributions Program (ES 202)

   The ES-202 is a quarterly census of all firms subject to state unemployment insurance laws. It provides detailed industry employment data at the local level. The ES-202 survey can be used to understand historical trends in employment growth or decline and the changing structure of industry employment.

2. The Current Employment Statistics Program or BLS-790 Program

   This is a cooperative SESA and BLS program which collects and publishes information on employment, hours of work and weekly earnings of selected workers by industries. It is published on a national, state and area basis. Its primary use is as an economic indicator rather than a planning tool.

Step Two: Identify Employment Trends

There are several issues to consider when identifying employment trends in your local labor market area.

1. Has there been growth in some industries?
2. In what occupational areas has this growth taken place?
3. Where can we expect growth in the future?
4. What are the most recent trends of economic activity in the local labor market?

A multitude of sources can be useful in this analysis. With the help of a SESA LMI specialist, some of the following resources should be studied:

- LMI Newsletters

  A publication of the local SESA, these local LMI newsletters are published monthly and provide insight on the labor market conditions of SMSAs for each state. The newsletter contains statistical tables and narrative descriptions that focus on recent labor market developments. Among the data one can expect to find are total civilian labor force, total employment, total unemployment (all by state and SMSA), and some non-agricultural wage and salary employment by industries for states and a number of major labor markets. Unfortunately, due to cutbacks in funding, some states have suspended publication of these newsletters.

Miscellaneous other data sources may be helpful in understanding the local economy or the growth potential of a particular job or jobs. For example:

- Labor Turnover Statistics (LTS)

  These data are derived from a monthly survey of employers and are published monthly in newsletter format. LTS also provides information on total new hirings, recalls from layoffs, total separations, including quits, layoffs and fires in the mining, manufacturing and communication industries.

- ES Job Bank and ES Automated Reporting System

  From these sources you can obtain aggregate information on applicants registered for work and job orders received from employers. Information is available on the age, sex, education, ethnic, educational and related characteristics of applicants who register for work and previous occupation. Regarding job orders placed with the ES, you can aggregate job type using occupation codes and industry codes and can also get information on job wage or salary. These sources of data can be helpful in determining demand for workers.

- Occupational Outlook Handbook

  The Handbook is published annually by the U.S. Department of Labor. It contains brief descriptions of types of jobs and job entrance requirements, and makes projections on future demand for workers in particular fields. Supplements to the handbook are occasionally issued to highlight particular occupational areas.

Handout I-3-7

- OES Survey

  The OES Survey is conducted by SESAs in cooperation with the U.S. Bureau of Labor Statistics. It is designed to produce estimates of nonfarm employment by industry and occupation over a three-year cycle. These data are generally available at the state level, with detailed occupational estimates.

- Industry and Occupation Matrix

  The I-O Matrix is largely based on data derived from the OES survey program discussed above. The matrix is a tabulation of employment, cross-classified by industry and occupation. These data provide information on the occupational composition of a particular industry's employment. In addition, the matrix can identify the set of industries in which most workers are employed in a given occupation.

- OES Projections

  The State and Area Projections Program (SAPP) provides long-term projections (5-7 years) of both employment and job openings that occur because of growth and replacement needs. The information is categorized by industry and occupation for states and major local labor market areas. Using these data, along with data on labor force separations, projections are derived for the annual average number of job openings by industry and occupation.

Step Three: Rank the Industries

After examining data on the industries in a local labor market area and obtaining available information on future demands for workers, you can rank local industries. This rank order or listing should start with types of industries most likely to need and accept new workers now or in the future. Based on this list of types of industries you can focus on specific employers in the main industry type or types that you are interested. For example, if you believe there will be significant demand for electronics assembly workers, you should try to develop listings of electronic firms that may have job openings.

Creativity and resourcefulness are vital here. Perhaps you can start with the yellow pages of the phone directories, calling the largest local electronics employer or call the local Chamber of Commerce. In any case, use whatever tools are available to compile a list of possible employers with relevant information on the size of the workforce, types of jobs, etc.

Step Four: Analyze Industry Occupation Composition

The next step will be to analyze the occupational composition of the industries you have selected. Try to establish the following parameters for analyzing your information:

1. How large is the total workforce in the industries you have selected?
2. What job or jobs are in demand in the industry?
3. What education, training and other entrance requirements exist for the jobs?
4. What evidence exists regarding possible future demand for the jobs?

Before selecting the jobs for which your school could "target placements," rate the jobs for which there seems to be a high demand. In other words, if you believe there is a relatively equal demand for electronic technicians, carpenters and photographic technicians, what factors will you use to decide the occupations for which you might develop jobs? Consider such factors as pay, hours of employment, general conditions of employment, job duties and responsibilities, promotion potential, entrance requirements, skill transferability, etc. This type of information can be found in the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and an ES publication called JOB-FLO as well as other publications with specific information on jobs in particular fields.

WORDS OF WARNING

You may encounter problems in collecting, aggregating and interpreting the data from labor market information sources that we have discussed here. These data were not all designed for planning vocational education programs, and there are some fundamental differences in the LMI systems design which manifest themselves in several troublesome ways. According to Harrington and Sum (1980), most of the data sources normally used in planning employment programs suffer from one or more of the following types of deficiencies:

1. The data are not always produced in a timely fashion. Data are often relatively out of date when published, reflecting a past condition in the economy but not necessarily representing current conditions.
2. Data are not always reliable or demonstrably accurate. This condition occasionally affects data derived from samples of the population which may not completely count certain minority groups.

3. Perhaps the most common data problem for your purposes is that "mismatch" between the geographic coverage of the data set and the geographic boundaries of the school. This is particularly a problem for regional vocational schools which may cover several labor market areas.

These problems are not insurmountable, however. These LMI resources should be used after some amount of education and with the counsel of available state and local LMI specialists. A responsible search for LMI can help you make reasonable planning judgments about the target groups to serve, the types of occupations to train for and the kinds of training you wish to offer.

ADDITIONAL INFORMATION

To help you in your search for labor market information, we have prepared the following;

1. The addresses of the Massachusetts State Employment Security Agency and the U.S. Department of Labor.
2. An annotated bibliography of some additional reference materials which you will find helpful.

Portions of this section on Labor Market Information were adapted from:

Harrington, Paul, David C. Coughlin and Rhonda P. Bielen. Labor Market Information and the Arts/Cultural Industry, (Artswork Resource Package No. 6, for the U.S. Department of Labor, Washington, D.C.). A.L. Nellum and Associates: Boston, 1981.

LMI RESOURCE AGENCIES:

Research and Information Service
Charles F. Hurley Building
Government Center
Boston, Massachusetts 02114
(617) 727-6556

U.S. Deparment of Labor
Employment and Training Adm.
Attention: 1TGBD
Room 1712-B
J. F. Kennedy Building
Boston, Massachusetts 02203
(617) 223-7772

ANNOTATED BIBLIOGRAPHY

Dictionary of Occupational Titles, Fourth Edition,
U.S. Government Printing Office, Washington, D.C.

The Dictionary lists nearly all of the jobs in the United States. The DOT categorizes jobs into occupational groups based on similarities of product or service provided. For each job, the DOT provides the main job titles, alternative job titles and a description of the tasks involved in each job. Finally, the DOT provides a numerical coding scheme for comparing and aggregating job information.

Guide for Occupational Exploration,
U.S. Government Printing Office, Washington, D.C.

This guide provides information about the interests, aptitudes and skills required for entry into various occupational groups. The guide is organized into 12 interest areas (artistic, scientific...) and also provides information about occupational duties and responsibilities. Each entry concludes with a listing of the job titles and numerical codes found in the DOT.

Prepared to assist those interested in exploring various occupations, the language of the text is simple. The body of the text is easily read and enhanced with illustrations.

Jobs in the Private Sector: Use of Labor Market Information
A User's Guide with Detailed Appendices,
U.S. Government Printing Office, Washington, D.C.

This short monograph, released in October of 1980, was prepared for the Department of Labor by the Institute of Applied Economics at North Texas State University and the Center for Labor Market Studies at Northeastern University. The goals of the document are to provide a detailed introduction to the sources and uses of LMI and to provide an overview of the issues involved in obtaining additional LMI through employer surveys. The monograph provides a good inventory of the sources of LMI and a useful treatment of the process of using LMI. The discussion on employer surveys is concise and skillfully satisfies the reader's need for information without overburdening with detail. A good select bibliography of LMI is also provided.

Labor Market Information and CETA Planning,
U.S. Department of Labor, Employment and Training Administration,
Office of Policy, Evaluation and Research,
Division of Labor Market Information

LMI and CETA Planning is the title of a training course offered to those directly involved in the CETA planning process. The course notes and workbook by the same name should be available in the ETA Regional Resource Center. If not, your local ETA LMI specialist may have a copy. In essence, the course and workbook attempt to provide the student with a level of CETA planning expertise "...which goes beyond merely satisfying annual grant application requirements..." and to provide planners with a broad range of employment and training planning capability. The workbook includes chapters on labor market structures, labor market information, the geography of labor markets and identification of eligible populations, among other issues. One of the most useful chapters includes an explanation and descriptions of the various traditional sources of LMI. The workbook is written for those with a good overall knowledge of CETA and with some exposure to the employment and training system.

Labor Market and Occupational Information for CETA Prime Sponsor Policymaking, Planning and Program Operations, Harrington, Paul and Andrew Sum, Northeastern University Center for Labor Market Studies, Boston, 1980.

This may be the most complete, comprehensive and yet concise work on the subject currently available. Prepared for the National Occupational Information Coordinating Committee, Harrington and Sum have, in something under 340 pages of text and tables, managed to summarize the "state of the art" for labor market and occupational information and make recommendations for improving current systems and data sources. For those with little familiarity with CETA and the nature of prime sponsor planning, the first two chapters will be very useful. For our purposes, the discussion of LMI needs and LMI sources found in chapters 3 and 4 are very helpful. The text is well-documented and easily read by all.

SESSION II

SESSION II - PROBLEMS ENCOUNTERED IN JOB PLACEMENT OF THE PRIORITY POPULATION

2 hours

GOALS

- To discuss and develop greater understanding of popular assumptions which job placement counselors will encounter in attempting to find employment for the priority poupulations.
- To participate in at least one role play or group exercise designed to instill a greater awareness of the placement problems of priority populations.
- To allow placement coordinators to hear actual accounts of people familiar with the placement of priority students.

OBJECTIVES

At the end of this session, participants will be able to:

- List the major types of reactions they may encounter when attempting to place priority population vocational education students.
- Demonstrate in a pre and post test improved ability to respond to employer reactions.

MATERIALS

- Overhead Transparencies
- Handouts
- Lecturette
- Bibliography
- Pre Test
- Post Test
- Optional Audio Tapes
- Optional Films

QUALIFICATIONS

BIBLIOGRAPHY

"Affirmative Action to Employ Handicapped People: The President's Committee on Employment of the Handicapped, Washington, D.C. 20210 (A pocket guide to the regulations of the affirmative action requirements of Section 503 of the Rehabilitation Act of 1973.)

Bachman, Jerald G., Patrick M. O'Malley and Jerome Johnston. Adolescence to Adulthood: Change and Stability in the Lives of Young Men. (Youth in Transition, Volume VI.) Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1978.

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Gottlieb, David, Youth and the Meaning of Work. U.S. Department of Labor, Research and Development Monograph 32, Washington, D.C.: U.S. Government Printing Office, 1973.

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Hiring the Handicapped: Facts and Myths. Alliance of American Insurers in Cooperation with the President's Committee on Employment of the Handicapped. Out of Print.

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McCarthy, Henry and Lava Smart, Affirmative Action in Action. Strategies for Enhancing Employment Prospects for Qualified Individuals. Albertson: Research and Utilization Institute. National Center on Employment of the Handicapped of Human Resources Center, Albertson, New York, 1979.

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United State Department of Labor, Employment and Training Administration, Relationship Skills: Module 1 of USES. Competency Based Employment Counsleor for Training Program. Washington, D.C., U.S. Government Printing Office, 1978.

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    Freedman, Marcia, "Training and Motivation"
    Quarle, George R., "Training and Motivation of Youth"
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Yuker, Harold E. and J. Richard Block, Challenging Barriers to Change-Attitudes Toward the Disabled. Albertson: National Center in Employment of the Handicapped at Human Resources Center, Albertson, N.Y., 1979.

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Films

A Different Approach, Massachusetts Rehabilitation Commission, Boston, MA. Addresses the issue of attitudes toward individuals with disabilities and depicts disabled workers functioning successfully within the work environment. Exceptionally good film.

Architectural Barriers: Sound the Trumpets. Governor's Committee on Employment of the Handicapped from the President's Committee on Employment of the Handicapped, Washington, D.C. 20420.

Everyday Champions. Michigan Bell Audiovisual Department, 1365 Cass Avenue, Room 1900, Detroit, Michigan, 48226. Depicts role models for severely disabled workers functioning successfully within the work environment.

The Community and the Exceptional Child (C2306) 30 min. b & w--Indiana University 1957. Examines the varied types of exceptional children and how various community agencies can meet their needs.

In the Mainstream (BC3783) 14 min.--Philip Scheffler: CBS, Carousel, 1979. Examines ramifications to P.L. 94-142 for teachers, lawmakers and parents.

Individual Differences Introduction (C2297) 29 min. b & w--Indiana University, 1957. Examines individual differences in children and the problems associated with these differences.

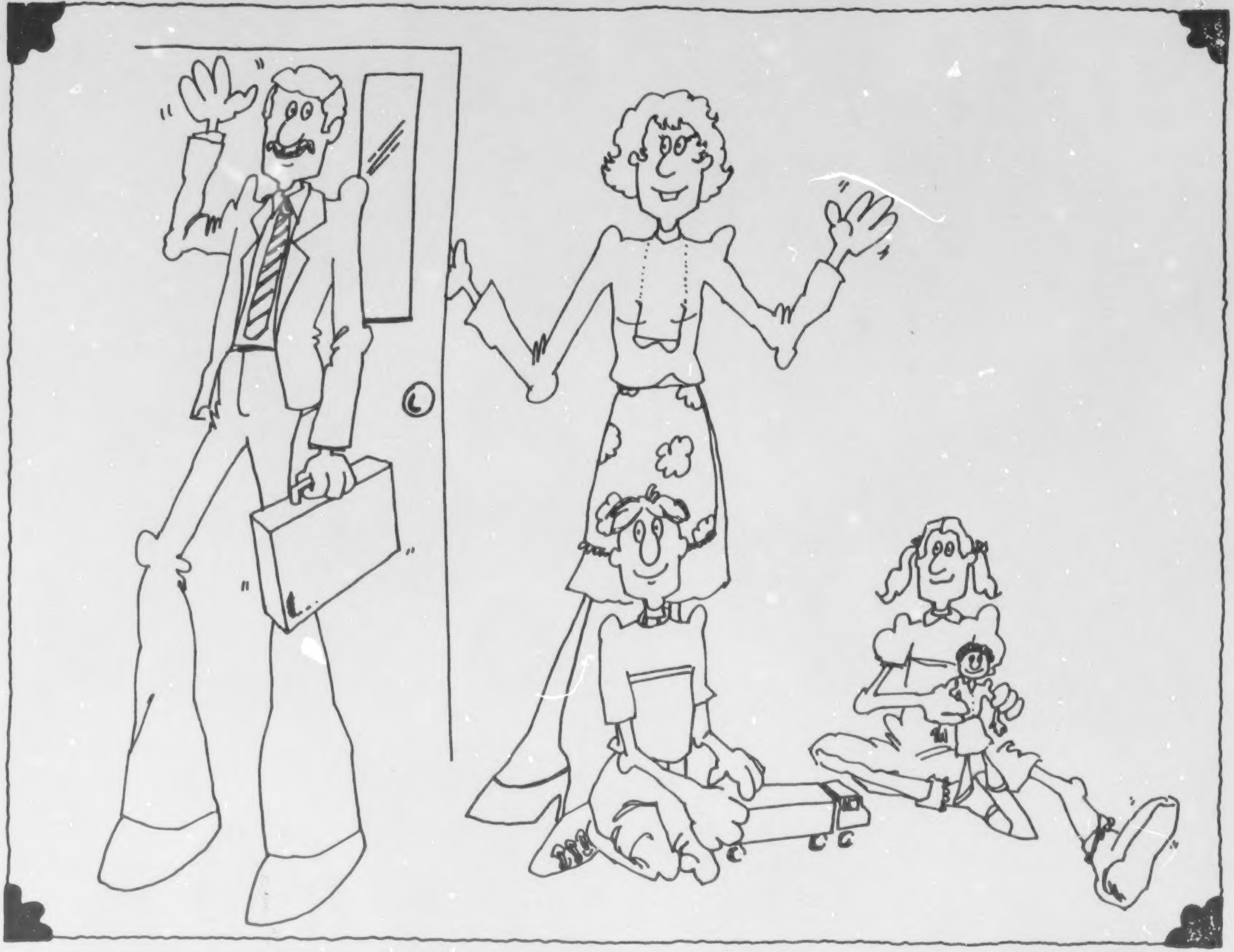
Revolution in Relevance (BC 2688) 19 min. c.--Parthenon: Datafilms, 1972. Depicts three learners who have experienced successful vocational education programs tailored to their needs.

From: Improving Placement Services for Youth with Disabilities, Center for Occupational Education, University of Massachusetts, Amherst, MA.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Trainer Note: This unit is designed to allow the experienced placement staff to share their knowledge of job placement with priority students. In addition, several other activities are included to provide all trainees with a broad range of experiences. Several activities are included here; the trainer should select those most appropriate for the trainees. In addition, written handouts are provided to reinforce the discussions.
15 minutes--Discussion Transparencies II-1 through II-6	Discussion--Placement of Priority Population Students This is a directed discussion which is intended to spark dialogue and sharing. While showing the transparencies (II-1 through II-6) the trainer should begin a discussion of the problems often encountered in placing nontraditional students. The overheads are in cartoon format and are intended to stimulate group participation and interest rather than to preach.
Pre-Test	After "talking through" the overheads, give the trainees the pre-test. Allow them 10-15 minutes to complete this test, and have them keep the test. Next you may want to begin a group discussion on the extent to which the priority population students you know have experienced problems finding jobs. You may also want to discuss topics like: • Which problems shown in the overheads seem most serious? • In what ways could placement officials mitigate these problems? • Does the motivation of priority population students differ from the motivation of non-priority population students? • Is the problem with placing priority population students the reaction of employers or the reaction of workers?
5-10 minutes Handout II-1	As a way of advancing this discussion, the trainer may want to distribute Handout II-1. This shows the trainees that the problems they have discussed are not limited to them alone. The trainer may want to quote directly from the fact sheet for emphasis, or may wish to make some of the facts into overhead transparencies.

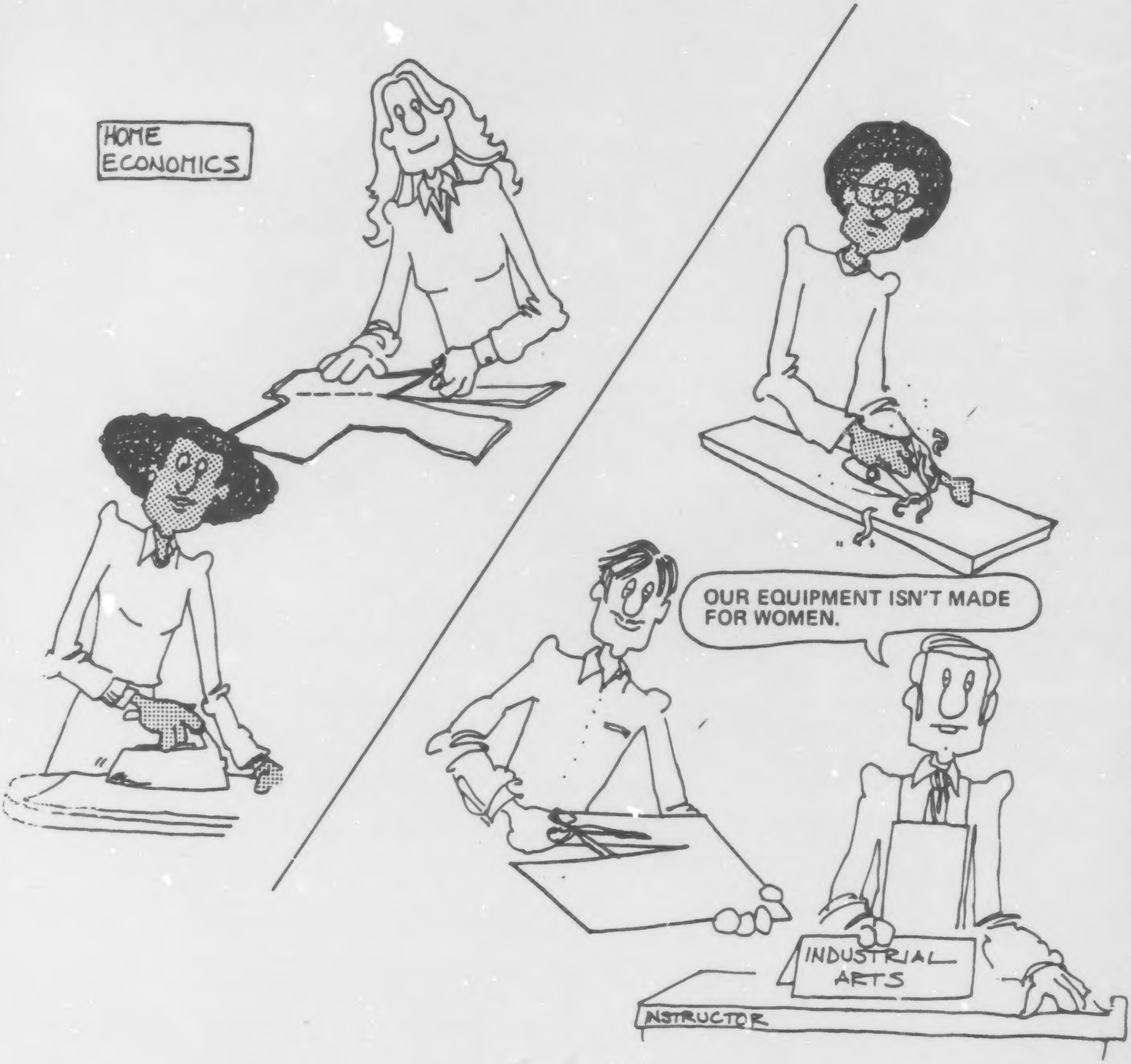
From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

Transparency II-1



REMEMBER WHEN –

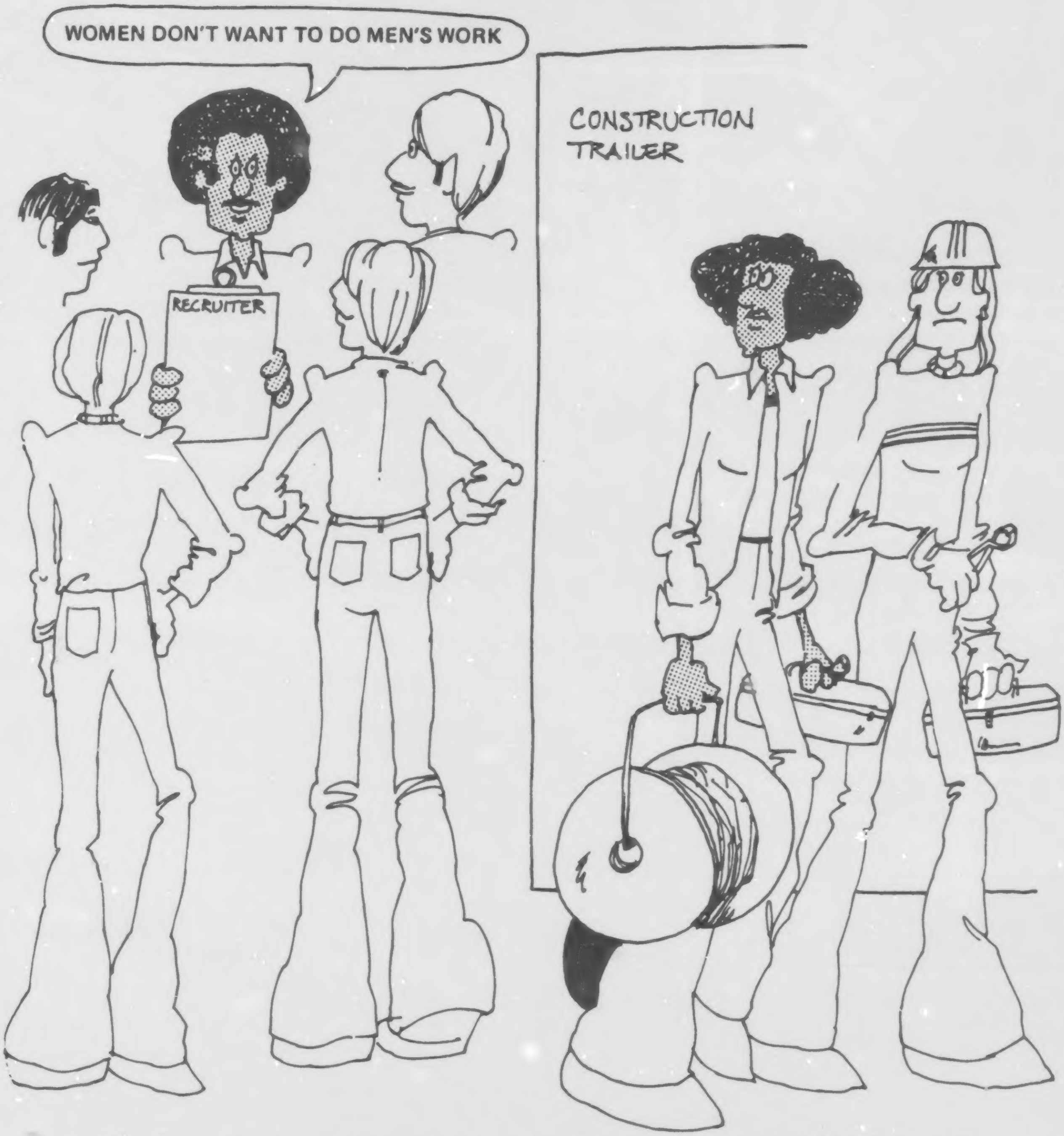
VOCATIONAL EDUCATORS BELIEVED ...


HOME ECONOMICS
OUR EQUIPMENT ISN'T MADE FOR WOMEN.
INDUSTRIAL ARTS
INSTRUCTOR

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

REMEMBER WHEN –

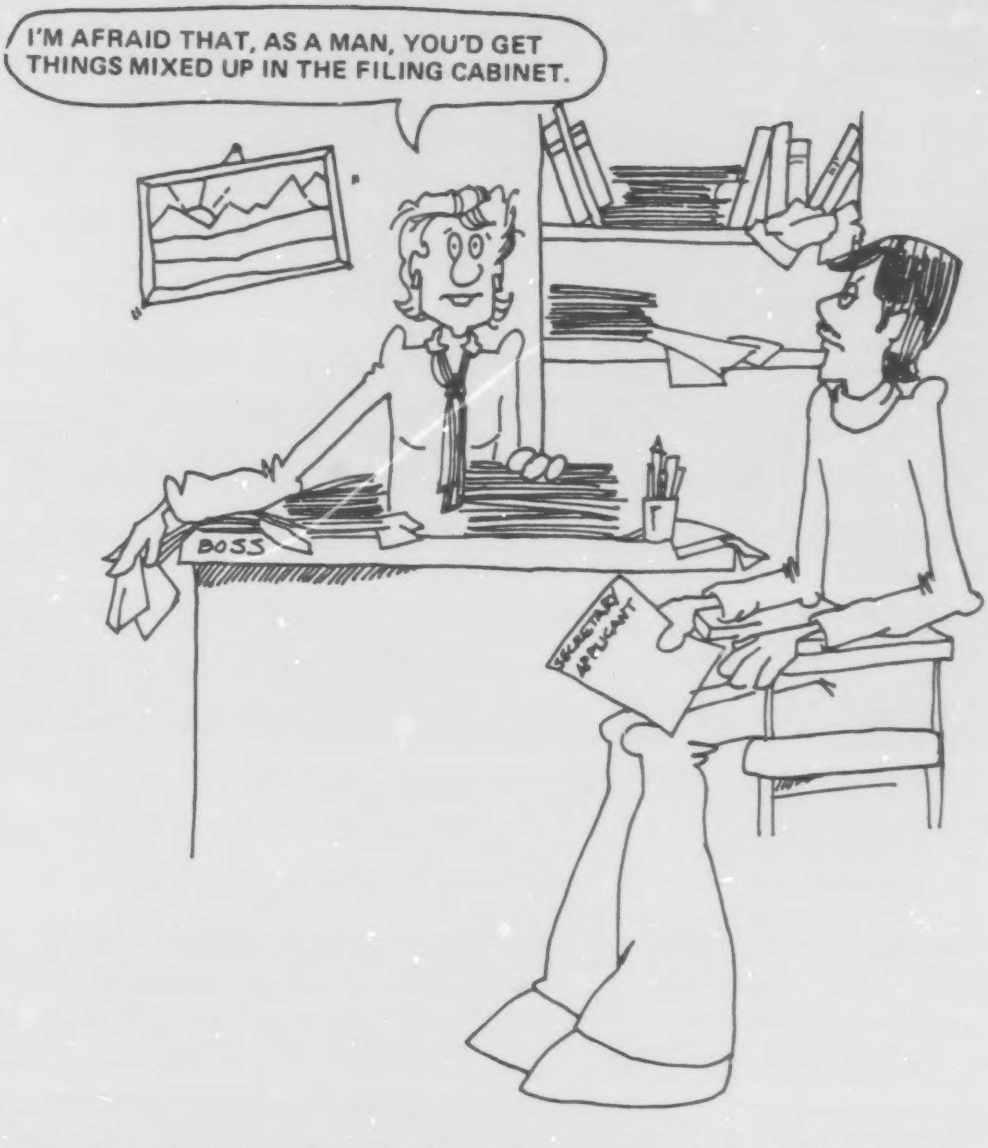
RECRUITERS WERE HEARD TO SAY...


WOMEN DON'T WANT TO DO MEN'S WORK
CONSTRUCTION TRAILER
RECRUITER

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

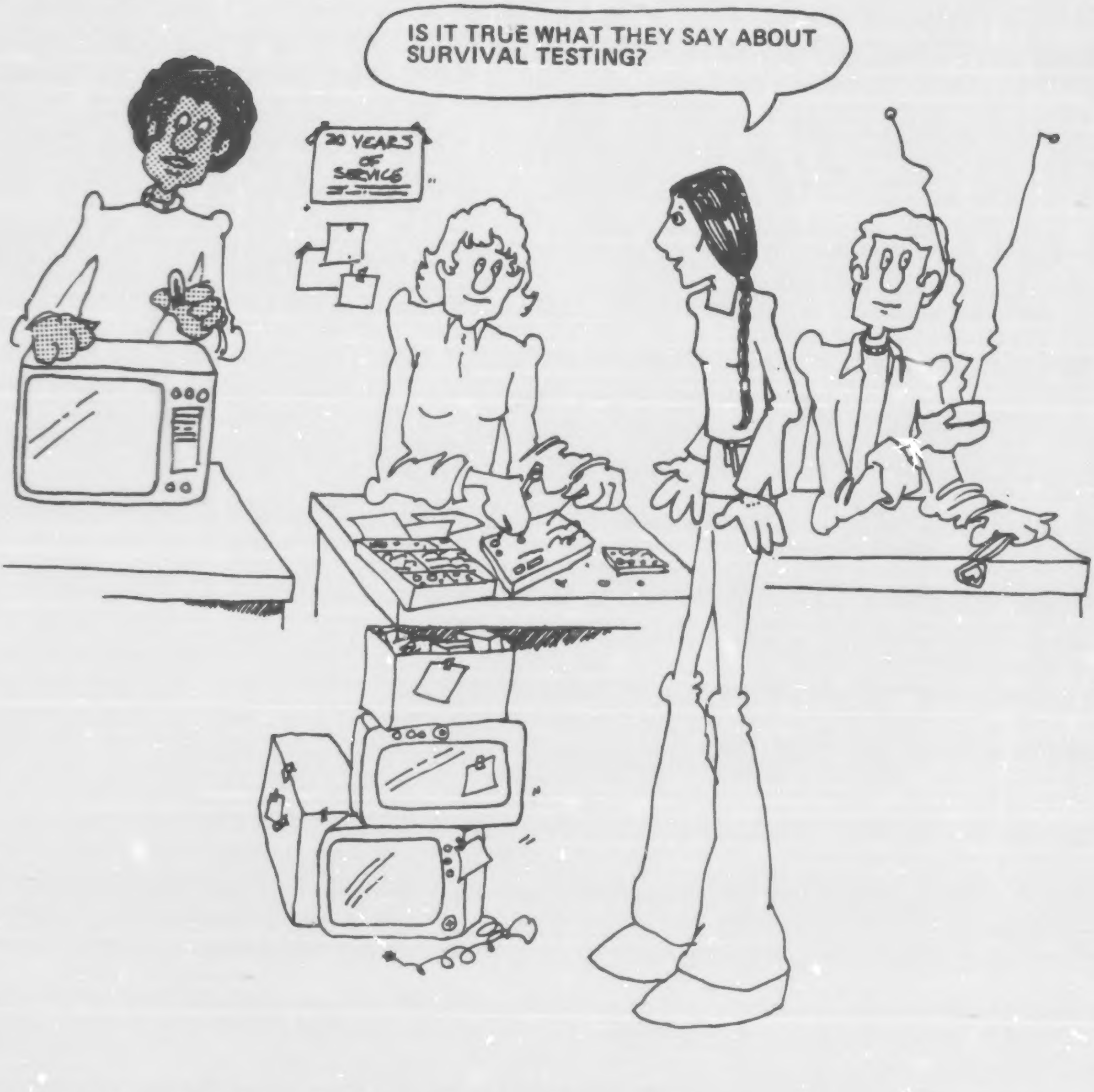
REMEMBER WHEN—

INTERVIEWS WITH EMPLOYERS MEANT . . .


I'M AFRAID THAT, AS A MAN, YOU'D GET THINGS MIXED UP IN THE FILING CABINET.
BOSS
SECRETARY APPLICANT

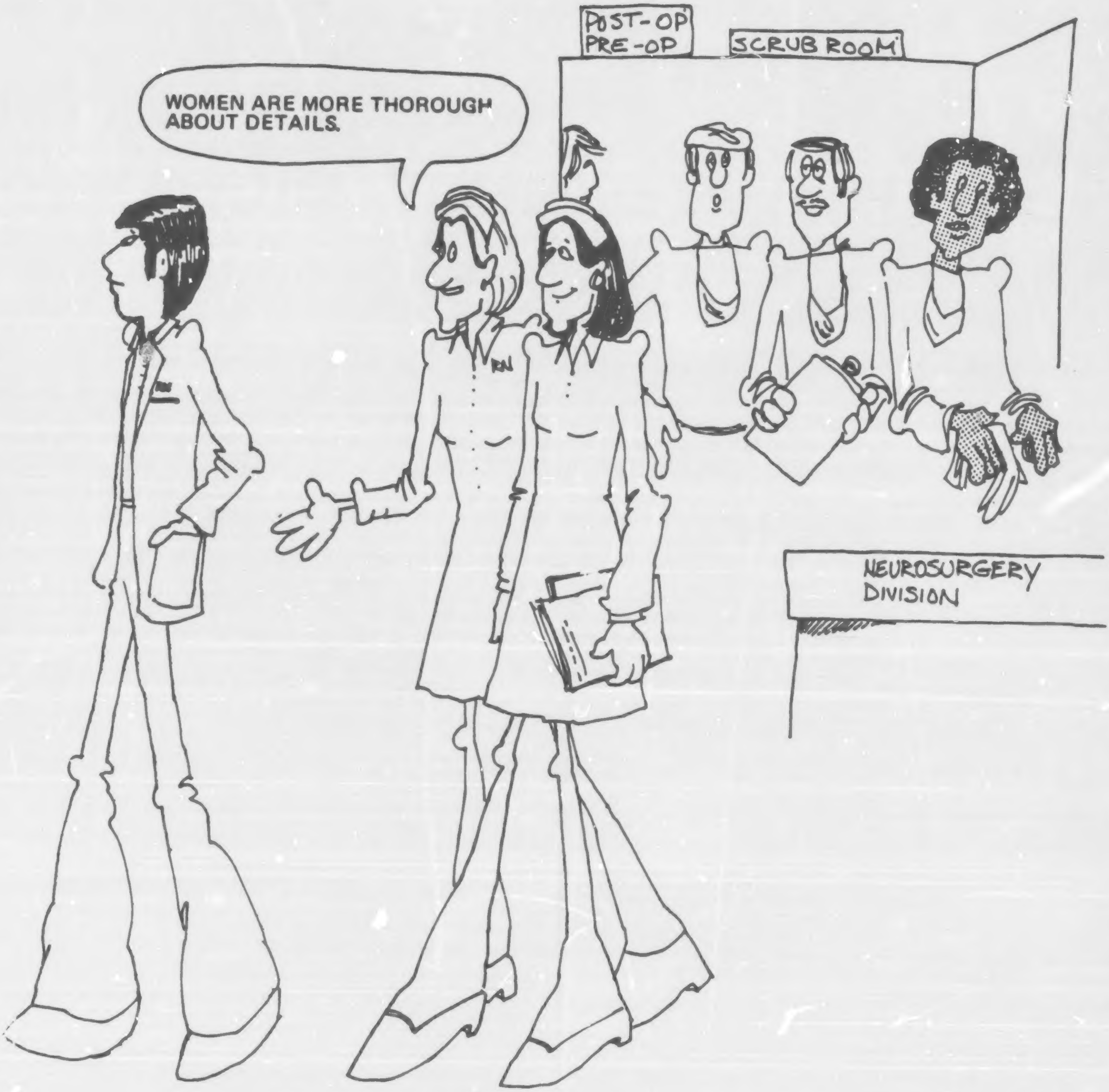
From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

WHAT'S IT BEEN LIKE FOR NONTRADITIONALS?


IS IT TRUE WHAT THEY SAY ABOUT SURVIVAL TESTING?
20 YEARS OF SERVICE

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

HOW HAVE TRADITIONAL COWORKERS ACCEPTED THEM?


WOMEN ARE MORE THOROUGH ABOUT DETAILS.
POST-OP
PRE-OP
SCRUB ROOM
RN
NEUROSURGERY
DIVISION

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

PRE TEST

Placement: Problems Encountered

Instructions

The statements and questions below represent the types of resistence you may encounter in attempting to place priority population students. In the space allowed, please write how you would respond to these.

1. If I hire a handicapped person, my insurance rates will go up.

2. These foreigners are taking jobs away from "real Americans."

3. Women don't like men's work.

4. I've hired a few at the entry level, but they don't seem to stay.

5. I just don't feel comfortable with men here; this is a woman's job.

6. Handicapped people are absent too much.

7. My other workers will not get along with them.

8. She will only stay a year or two, then she will get married.

9. If this person is such a valuable employee, why are you here talking to me and not him/her?

These are based on exercises found in the following sources:

Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement, National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1981, pp. 81-82.

Zelnick, Robert and Nadine Evans, The Youth Employment Counselor: A Resource Manual, Projet REDY, Melrose, MA., 1981, pp. 73-74.

FACTSHEET ON PRIORITY POPULATION PLACEMENTS

What problems are women having in nontraditional occupations?

According to one state study:

1. Difficulty or inability of male coworkers to adjust to women employed in nontraditional jobs.
2. Harrassment from foremen or supervisor.
3. Difficulty with the physical aspects of the work.
4. Sex discrimination in pay.
5. Lack of acceptance by male coworkers (coldness and hostility).
6. Sexual harrassment and propositioning by male coworkers.
7. "Dirty tricks" played on women workers by coworkers.
8. Unwillingness of male workers to teach women skills needed for the work.
9. "Survival testing" or assigning women much more difficult work than is normally assigned in an effort to get them to quit.
10. Verbal disrespect by male coworkers.
11. Lack of separate toilet and shower facilities for women.
12. Lack of deserved promotions for women.
13. Inaccurate evaluations of work by supervisors.

> Source: Bureau of Women. Forty-six pioneers: Louisiana women in nontraditional jobs. Baton Rouge: Louisiana State Department of Health and Human Resources, 1977, pp. 25-26. (ED 150 432).

What problems are men having in nontraditional occupations?

1. A male flight attendant gets wolf whistles from male airline passengers.
2. A male hotel maid's father laughed when he heard about his son's job.

Adapted from Sechler, J., Unlocking Nontraditional Careers: Enhancing Placement.

3. After a male nurse was admitted to nursing school, there was a tendency at first among other nurses to treat him like an orderly.

4. A male elementary teacher says men are still denied elementary school positions and are placed in the upper-grade classrooms to provide help with discipline.

   Source: Now men are going for "women's jobs." U.S. News and World Report, October 16, 1978, 85, pp. 97-98.

According to Glamour:

5. A male nurse is kidded because of the assumption that he is homosexual.

6. A flight attendant receives a cool reception from passengers.

7. A male receptionist is not respected because the job is not considered vital for a man.

   Source: When the secretary (or the receptionist or the nurse) is a man. Glamour, September 1980, 78, pp. 178-182.

How does nontraditional work experience differ for men and women?

According to a study reported by Psychology Today:

1. Women nontraditionals wanted to be viewed as equal in ability to their male coworkers. Men nontraditionals wanted to be viewed as superior in certain stereotypical ways to female coworkers.

2. Ninety-two percent of the male nontraditionals discussed future expectations and plans for advancement with someone in the company compared to 24 percent of the female nontraditionals.

3. Traditional male coworkers thought that female nontraditionals might need special help. Traditional female coworkers frequently wondered why any man would choose such work as theirs.

   Source: Pink-collar men and blue-collar women. Psychology Today, June 1979, 13, pp. 31-32.

What objectives do employers sometimes raise to hiring handicapped vocational education students?

1. Insurance rates will increase.

   In fact, neither Workers' Compensation nor group insurance rates are affected by employment of the handicapped. Rates are based on employers' accident records and the types of activities in which they are engaged.

The ES can help employers by distributing literature concerning Workers' Compensation legislation and second injury laws as they relate to the handicapped.

2. "Handicapped people will have higher absenteeism."

   In fact, selectively placed handicapped workers as a group exhibit lower absenteeism than other workers, and are also more job-loyal, that is, less likely to resign, than other workers.

3. Accidents will increase.

   In fact, selectively placed handicapped workers enjoy slightly lower industrial accident rates than non-handicapped workers.

4. We require a physical exam and this will rule out handicapped workers.

   In fact, any examination which automatically excludes handicapped workers is unnecessarily restricting the employer's access to qualified employees. It may also be a violation of affirmative action requirements.

5. We don't have time to give special help to handicapped workers.

   In fact, since referrals are made on the basis of ability and qualifications, handicapped workers generally do not need or expect special attention. Self-reliance is at least as prevalent among handicapped workers as among non-handicapped persons.

Adapted from: Placing Handicapped Applicants: An Employment Service Handbook, U.S. Department of Labor.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
20-30 minutes	Discussion
Newsprint of the topic/question	In a brief discussion, the experienced job placement staff may wish to share their own experiences with placement of students. Encourage them to share by asking questions like: • In your experience, is it more difficult to place males or females in nontraditional jobs? • Have you had success (problems) in placing handicapped students? Why? Why not? • Which popular myths regarding placement of priority populations do you find most difficult to overcome?
45 minutes-1 hour	Participative Lecture
(See DOL Pamphlets)	To this point, the trainees will have participated in some attitudinal or "consciousness raising" experiences designed to instill in them a greater appreciation for the various reactions they may encounter in attempting to place vocational education students. To this point, we have concentrated on reasons why potential employers might resist your suggestion that they employ priority population students. Now it may be appropriate to undertake a structured discussion regarding the various priority population characteristics and their impact on the employment prospects of these students.
Handouts II-2 through II-8	To this end, handouts II-2 through II-8 have been developed. These briefly summarize the various priority population characteristics and suggest strategies for working with these students. A number of similar materials are listed in the bibliography; the instructor may wish to obtain copies of these for display at training and for further reading by the trainees.

MODULE

TIME, MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

Lecturette Outline

Lecturette Outline

I. Introductory Remarks

   A. Placement of the priority populations is an important task--

      -for the school
      -for the student
      -for the employer
      -for society

   B. Such placements take place often; examples will be given later.

   C. In this lecturette, we will discuss why such placements are sometimes unsuccessful, and then will

   D. Describe in some detail some of the most important characteristics of our priority population students. Included in this discussion will be suggestions for working with these students at the worksite.

II. Why priority population placements may fail.

Blackboard,
Newsprint or
Other Summary

Trainer Note: You should encourage your trainees to participate in this part. You might ask them to tell you/share with the class some reasons they can think of why placements might fail, and organize the discussion around a blackboard summary or a newsprint formal recording of the factors. Alternately, if it seems appropriate, small groups might develop lists of the primary reasons for failure and share those with the group.

Finally, you may simply wish to make a formal presentation based on your own experience, your reading and on the information in the handouts and bibliography. The outline which follows will help organize this presentation.

   A. Student related reasons for placement failure

      1. Feelings of inadequacy (I can't do this, I'm not as good as these folks...)

      2. Anxiety (this is all new...)

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

3. Lack of understanding of employer expectations--You must be on time, call in when sick, appropriate appearance, early dismissal only with employer permission.

4. Need for support services--Tools, transportation, day care...)

5. Student-job mismatch.

6. Unrealistic expectations--Why aren't I the supervisor yet? I didn't realize this was such a dirty job....

7. Communications problems--English may be a second language, younger persons may use slang expressions with which the supervisor is unfamiliar, the student may be afraid to ask questions.

8. Maladaptive behaviors--Often students unintentionally display behavior which is unacceptable to their current environment. For example, playing loud Rock music, rushing to the aid of their friends in other areas of the worksite, long breaks, eating/drinking near machinery, etc.

B. Employer-related factors

1. Hazing/testing--On occasion, coworkers will test new employees to see if they are able to work under stress. While this is usually a temporary condition, it can be very unsettling.

2. Unrealistic expectations--Employers sometimes place extraordinary demands on incoming employees, not giving the "rookies" the opportunity to acclimate themselves.

3. Unclear requirements--Often employers incorrectly assume that students know what is expected of them and understand the consequences of unacceptable behavior.

TIME; MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

4. Impatience--New employees do make unintentional mistakes. When this happens, repeat the appropriate instructions, give them another chance.

5. Lack of understanding of young persons and priority population students. On occasion, supervisors forget that these students need to be treated somewhat differently than other workers at first. Your students may be nervous, ill at ease, eager to please yet uncertain how to please, hungry for approval, fast growing and awkward, lonely...

C. Counselor related factors

1. Avoidance--It is more work to place these people so I avoid them, or they really are just like everyone else.

2. Convenience--Placing them all with the same employer is easier for me but irritates the employer.

3. Forced Placement--They should do what I want them to do....

4. Resentment--Why should I make an extra effort/use different placement techniques for these people?

5. Overstatement--They are, after all, confined to a wheelchair, they don't speak English very well....

III. Client Characteristics

A. In this program, we address the special job placement needs of particular groups of vocational education graduates. These are:

- the handicapped
- people of limited English proficiency (LEP)
- males/females in nontraditional employment
- blacks

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	D. Problems encountered by specific priority population student groups. 1. Frequently these students will arrive at the vocational school with inadequate basic education and/or communication skills. They are often unable to perform satisfactorily in vocational education programs due to reading disabilities, poor language skills, and low self-confidence. 2. For the most part these problems are caused by social, cultural and academic deprivations. The lack of adequate basic educational and communication skills may result in: • identification as a slow learner with placement in remedial classes, • exclusion from specific vocational education classes which require proficiency in mathematics, the sciences or communications skills, • difficulty in social relations with peers, teachers, counselors and administrators.

Visually Impaired Workers

Definition

Workers within this category are severely limited in their ability to see. They possess an impairment which even when corrected, adversely affects their work performance.

Classification

Federal legislation classifies visually impaired persons in two groups:

1. Partially sighted -- even though this person has corrected vision, he/she still needs equipment, and facility modifications to function within the job environment up to his/her potential.
2. Blind -- with this person, the visual disability is so severe that he/she must depend, to a large extent, upon his/her sense of touch and hearing to be able to function.

Characteristic Behaviors

Workers who are visually impaired may display one or more of the following behaviors:

- shuts or covers one eye, tilts head or thrusts it forward when looking at objects
- appears clumsy, careless, awkard
- rubs eyes excessively
- displays sensitivity to bright lights
- blinks more than usual, tears often
- holds books or small objects close to eyes
- stumbles or trips over small objects
- has red-rimmed or swollen eyelids, inflamed or watery eyes.

Suggestions for Working with Visually Impaired Persons

- Make sure that the person is seated where s/he can hear you clearly and is provided with good lighting.
- Provide an opportunity for the worker to explore the office or shop area to become familiar with the positioning of furniture and equipment. Be sure to inform this worker if any changes in the physical environment occur.

- Provide additional materials of larger than ordinary size and auditory modes of instruction whenever possible (e.g. instruction manuals, tape recorded instructions).
- Avoid raising your voice, a commonly occurring error. The visually impaired are not hearing impaired.
- Describe what you are doing when demonstrating. Be sure to avoid vague terms (e.g., open this here).
- Show how physical objects can be distinguished from each other through tactile examination.
- Use braille material whenever possible.
- When discussing anything, be sure to describe completely and in detail.
- Encourage other workers to help this particular worker if necessary. Initially, you might want to pair this new worker with an experienced one.
- If equipment is involved, use auditory instead of visual warning signals and install guard plates in power equipment. Use braille controls, raised markings (e.g. dots of glue).
- Whenever possible, order specially designed tools (e.g. brailled ruler, audible electronic level).

Hearing Impaired Workers

Definition

These persons possess a sense of hearing that acts as an inhibitor to success in a job setting.

Classification

Federal guidelines define and classify hearing impairments in the following manner:

1. Deaf -- a hearing impairment so severe that it adversely affects a worker's performance so that with or without a hearing aid, the person is unable to hear and recognize all speech sounds.
2. Hard of Hearing -- a permanent or fluctuating impairment where the worker can hear and understand speech only with difficulty. The speech must be loud and the person must use a hearing aid, lip read, or use sign language, as a back up system.

Behavior Characteristics

Workers who are hearing impaired may display one or more of the following behavior:

- Use "What?" often
- Show difficulty hearing in a group
- Hold head in a strange position when spoken to or may turn one ear to the speaker
- Display inattentiveness especially when auditory activities are occurring
- Omit certain sounds from words, substitutes others, or mispronounces simple words
- Often have earaches or colds, has swelling in or around the ears
- Are unable to discern which direction sound comes from, and may be unable to tell who is speaking in a group
- Ask frequently to have things repeated
- Frequently do not respond to questions.

Suggestions for Working with Hearing Impaired Persons

- When verbal communication is essential to the job at hand, make sure that the person is positioned advantageously both in the work environment and when participating in a group. It is essential that this person be able to see the lips of everyone involved in the particular activity.
- Make sure the person is paying attention to you when job assignments, work instructions or other important activities are being discussed.
- When presenting new information or asking questions, always face the person, articulate clearly at normal speed, and in a natural tone. Be careful not to stand with a light source or window to your back. Use your expression and motions to show emphasis and feelings.
- When writing notes or information on a blackboard, write without speaking, then turn and speak directly to the person.
- Try to cut down on extraneous external noise as much as possible, this can sometimes adversely affect the work environment or any other situation for the hearing impaired person.

- Make use of as many visual aids and written materials as possible when giving job instructions. If the job at hand is complex, provide additional outlines, lists, etc. to supplement instructions.

- Initially pair the hearing impaired worker with an experienced worker and encourage a sharing of techniques and experiences.

- If equipment is involved in the learning situation, install a light next to a switch which indicates that machine is in use. Also connect light signal to typewriter bells, class bells, fire alarms, and other emergency indicators.

Speech Impaired Workers

Definition

Within this group we find workers whose speech is so defective that it calls attention to itself, interferes with communication or causes the person to be maladjusted. Within this group, we might find a person who understands the English language but possesses a defect such as stuttering or we might find a person who uses non-standard English but does not posses any speech defects.

Classification

Speech defects may be grouped into the following categories:

1. Disorders of articulation -- involves substitution, omission, distortion, and/or addition of sounds. For example, substituting "w" for "r" or "th" for "s". Consonants are often dropped from the beginning, middle, or endings of words, making speech almost unintelligible. Distortions occur when an attempt is made to approximate a specific sound.

2. Disorders of the voice -- includes problems with vocal quality, pitch and intensity. For example: a hoarseness, breathiness, huskiness, or nasal twang are associated with defects in vocal quality. Pitch is often related to problems of the development of the larnyx. Intensity of the voice may reflect lack of control of vocal power, attention seeking, immaturity, or insecurity.

3. Stuttering -- considered a disorder of rythym or fluency where the disfluencies occur as involuntary and abnormal repetitions.

4. Delayed speech -- occurs when person does not develop speech appropriate to his/her age level or develops only partial understanding of vocal expression/language. This can happen when there is some form of central nervous system damage after language has begun or prior to the development of language (called aphasia).

5. Cleft lip and palate -- a condition which results when during the second or third months of pregnancy, bone and tissue of palates fail to fuse. It is possible that this condition includes nasal emission, hypernasality, and misarticulation.

6. Disorders associated with impaired hearing -- depends upon the severity and kind of hearing loss. There may occur omission, disruptions of sound in high frequency range, poor discrimination between sounds, and omissions and indistinctiveness of word endings.

Characteristics of Speech-impaired Persons

One might find a worker of this group:

- Stuttering
- Speaking with a nasal twang quality which might produce something like "spring has cob," instead of "spring has come"
- Substituting "w" for "r" such as "wide" for "ride"
- Adding vowels between other syllables such as "on-a-the chair"
- Displaying a huskiness, hoarseness, or breathiness in the production of sound
- Speaking in a high pitch, or excessively loud or soft
- Speaking in patterns which indicate mismatched speech patterns and chronological age, and only a partial understanding of language or vocal expression
- Speaking unusually slowly or very quickly.

Suggestions for Working with Speech Impaired Workers

- Be careful with your language style and ennunciation.
- Do not ridicule or call attention to any speech problem the person may display and acutely discourage your other workers from doing so.
- Create an atmosphere which the person may feel comfortable. Initially, you might want to ask questions which elicit one word answers.
- Be sure to pay careful attention when this worker is speaking.

Orthopedically Handicapped and Chronically Ill Workers

Definition

Workers within these categories possess health conditions which inhibit their mobility, vitality and alertness. Their health conditions interfere with their ability to function within a regular job setting.

Classification

Included within this category are neurological disorders, misformations of the spine, loss of limbs, muscular diseases, epilepsy, tuberculosis, blood diseases such as hemophilia and leukemia, allergic conditions such as asthma, and chronic diseases such as diabetes.

Characteristics

A worker within this category may possess one or more of the following:

For Orthopedically Handicapped

- Lack of motor control
- Absence of a limb
- Slow movement because of pain within muscles, joints, limbs.

For those who are chronically ill:

- Absence from work frequently
- Tired, thin, sickly appearance

Suggestions for Working with the Orthopedically Handicapped:

Usually only limited job site modifications or work techniques are necessary for this group of persons. As individuals they have probably experienced the sense of exclusion caused by limited mobility within the community and may have difficulty perceiving themselves as part of a group or team. They may also have been rejected by family, peers, teachers, and other individuals because of the unattractiveness of their disability. You might want to:

- Work to develop a positive attitude toward this person and spread this feeling throughout the work setting.
- Familiarize the new worker with the job environment and its facilities.
- When teaching new jobs, making presentations, or conducting demonstrations, be sure that this worker is able to see and hear what is occurring.

- Assign tasks with realistic goals.
- Assign tasks that will produce positive reinforcement and the development of self-worth.
- Acknowledge that the worker is an individual in his/her own right.
- Work with others within the job setting to familiarize everyone with the problems an orthopedically impaired person might experience.
- Use adaptive hardware to meet the very special physical needs of this group (e.g. for a poorly coordinated worker, an arm rest for the typist's hands might be used to prevent the worker from inadvertly striking keys, or if the work station puts tools or supplies out of reach, either provide a tool so that the person can gather in items or reorganize the tool and supply areas so that other physical accommodations will not be necessary).

Mentally Retarded Workers

Definition

The definition accepted by the American Association of Mental Retardation is that mental retardation:

> refers to significantly subaverage intellectual functioning existing concurrently with the deficits in adaptive behavior, and manifested during the developmental period.

Thus, according to this definition, three criteria must be met. Subaverage intellectual functioning is usually determined by an intelligence test with a score falling more than two standard deviations below the mean. This index must be coupled with deficits in the rate of development of sensory-motor skills, self-help and communicative skills, academic achievement, socialization, and economic adjustment. The index and deficits must also manifest themselves during the first 18 years of life. This is the period during which potential is assessed and if these indices occur at this time, they serve to distinguish mental retardation from other disorders.

Classification

The simplest way to classify mental retardation is by educational potential.

1. Educable mentally retarded. Individuals within this category usually test-out at an IQ of 50-70. Physically, they appear normal for the most part and function intellectually at approximately one-half to three-fourths the normal functioning levels of other people. They can be expected to attain somewhere from a second to seventh grade level in

academics and can be trained to work at unskilled or semi-skilled jobs. The people within this category at the lower range of IQ may need special assistance to effectively adjust socially and economically.

2. Trainable mentally retarded. Individuals within this category have been tested with an IQ of 30-50 and function at an intellectual level of one-third to one-half the functioning level of other people. Many of these individuals will look physically different with respect to facial and/or physical characteristics. Many will have physical and/or sensory impairments. Most of these individuals can be trained for employment which requires single skills and where adequate supervision is provided. Most are capable of economic sufficiency especially in a sheltered workshop setting.

3. Profoundly mentally retarded. These individuals function at an IQ level of below 30, these persons are most often completely dependent upon others for their existence. Very often they are placed into institutions very early in life.

Most recently, the care and treatment of these individuals has assumed a different thrust. Behavior modification and environmental stimulation techniques are being used to help these individuals develop a moderate amount of independence within highly supervised environments.

Characteristics

Because the profoundly mentally retarded person will not be found within the employment system, an examination of the common characteristics of only the educable and trainable retarded person will be addressed. In Massachusetts, programs to move persons from intensive care state hospitals into community and family situations have made it essential for CETA and human services organizations and industry to deal regularly with mentally retarded persons. One might find a worker within these groups:

- Becoming easily distracted-constantly looking around the room.

- Easily forgetting things previously learned.

- Tripping over things, walking awkwardly.

- Not completing assignments.

- Displaying behaviors atypical of his/her chronological age.

- Acting impulsively or immaturely.

- Using short, incomplete sentences.

Suggestions for Working with Mentally Retarded Persons

- Make use of instructional materials designed for the slow learner.

- Modify your interview process to meet the needs of the slow learner.

- Remember that interest and motivation are critical issues in the learning process for this person -- try to involve him/her in the employment process from day one.

- Perform a task analysis which breaks each skill into its component parts. When learning the job at hand assure that the person masters each sub-task before proceeding onto the next sub-task -- thus eliminating the possibility of the person feeling overwhelmed.

- Allow extra time to complete assigned work or task. If the task is taking too long to complete, then you may have to break it down into smaller components. Reinforce performance often.

- Overteach. Even if the worker seems to have mastered a skill/specific task, require the person to practice what was learned.

- Repeat instruction often. Do not assume that the person has mastered a task.

- Deal in concrete terms -- try to eliminate abstractions from instruction.

- Present job instructions in a well-organized manner.

- Repeatedly ask questions during the learning process to insure the person is keeping pace with you and other workers.

- Speak to this worker as though you were speaking to anyone else. Be careful not to "talk down" or treat this person as a small child.

Emotionally Disturbed Workers

Emotionally disturbed persons display a wide variety of behaviors. The persons with behavioral disturbance patterns which are less severe in nature, can be likened to a socially maladjusted person who might either withdraw or display overtly aggressive behaviors.

The remainder of the persons within this category are severely disturbed and display behaviors much more severe and extended in duration.

Severely Emotionally Disturbed Persons

Definition

Persons within this diagnostic category display uncontrollable psychotic-like behavior that is out of touch with reality, often bizarre. Their behaviors are a way of life for them, and reflect the way they see the world.

Classification

Psychosis refers to a severe emotional disturbance and has been divided into the following three types by the practitioners:

1. Childhood schizophrenia -- a condition in which the child displays a high degree of isolation and an inability to relate to others very early in life (age one or two).
2. Infantile autism -- a condition very similar to childhood schizophrenia but one that is more severe in nature and is manifested by the child at birth.
3. Childhood symbiotic psychosis -- a condition which typically occurs in the two-to-five year age group where such children are unable to detach themselves from their mothers and achieve independence.

Characteristics

An individual within this diagnostic category may:

- Impose self-isolation
- Insist obsessively on preserving sameness (repetition of behaviors, sameness of environment)
- Be unable to relate to others
- Communicate poorly
- Demonstrate narrow interests
- Become easily frustrated
- Display bizarre behavior
- Frequently appear unhappy and depressed
- Be prone to angry outbursts
- Be overly self-critical
- Repeat what is said by others verbatim
- Act awkward -- display disorders of mobility
- Act repeatedly disruptive

Suggestions for Working with Emotionally Disturbed Persons

- Provide a socially supportive climate within the job environment (try not to critize the person when in the presence of peers).
- Clearly define specific behaviors and their consequences. Be consistent with your limits and responses.
- Minimize failure, maximize potential for successful experiences.
- Give feedback regularly concerning progress. Be especially alert for opportunities to praise this person.

Learning Disabled Workers

Definition

Persons found within this category have difficulty processing input and output in the visual, auditory, motor, attending, and conceptual domains. They are not mentally retarded and usually do not possess other major handicapping conditions, nor do they have any impairment of the basic sensory organs. These are persons who perceive letters, numbers, or symbols in a disturbed fashion but have normal vision. If asked to copy the word "black" they might copy "balck" without being able to tell the difference between the two words. They might distort what they hear. For example, if asked whether "note" and "nope" are the same or different words, they may say they are the same.

Basically, these are the persons who manifest the disorder in one or more of the basic psychological processes of understanding or in using spoken or written language.

Classification

One of the ways of grouping these persons is according to the area of learning or the behaviors where the disability occurs. One such system involves general groups of learning disorders:

- Visual
- Auditory
- Motor
- Attending
- Conceptual

When examining language and motor problems, one has to ascertain if the problem occurs when the person is processing input, output, or both. With learning problems, one has to identify the problem as receptive (reading and comprehension of spoken and written and quantitative concepts) or expressive (writing, talking, and calculating), or mixed (reading, writing, understanding, and talking). Further, one can break the problems down into the auditory or visual mode of communication. Nonverbally, problems can occur in understanding (receptive) and using gestures (expressive).

Characteristics of LD Persons

The most cited visual characteristics of persons with LD are the following:

- With the visual domain, the person :
  - Has difficulty discriminating between objects of different size, position in space, color, texture, and number of items;
  - Is clumsy, has coordination problems, often bangs into things;
  - Has limited attention span for visual tasks, seems easily distracted;
  - When reading, tends to skip words and even lines, chops off endings of words;
  - Cannot evaluate visual input;
  - Has difficulty with written instructions but can follow verbal instructions;
  - Holds head very close to what is being read;
  - Cannot distinguish between words that look alike, might repeat or omit words when reading, forgets things he/she has seen;
  - Reads in a word-by-word fashion;
  - Is unable to follow moving objects smoothly with eyes;
  - Rubs eyes often; and
  - Has difficulty gauging spatial relationships, written work is often messy.

For this person, a loss of interest and motivation can occur. The person works hard, often trying not to let the supervisor know about his/her problem, has difficulty succeeding, receives a minimal amount of rewards for what is often maximum effort and consequently becomes discouraged and loses interest and motivation.

- With the auditory domain, the worker:
  - Speaks too loudly or too softly;
  - Cannot distinguish between background noise and job-related sounds, is easily distracted by noise;
  - Is unable to remember what is discussed;
  - Has difficulty following simple oral instructions, misperceives what is being said (eg. when the supervisor says "take the map out of the desk," the worker might hear "take a nap on the desk");
  - Appears straining to see what is being said;
  - Is hyperactive and displays motor behavior which is not appropriate to the situation or task involved and is disruptive to the rest of the workers;
  - Often cannot locate source of sound, and
  - Displays difficulty in maintaining interest and attention during work periods.
- With motor domain, the person :
  - Is clumsy, trips, and bangs into things;
  - Often needs support when standing;
  - Has difficulties when drawing, writing, printing, copying and often finishes work last or late;
  - Is unable to plan organization of work on paper (e.g. may cramp writing into one corner of sheet);
  - Displays writing which is uneven, cramped, very small;
  - Has difficulty using large and small muscles in a coordinated smoothly conditioned fashion; and
  - Must work harder to accomplish the same amount of work as other persons (fatigue may set in after completing a task and the person may appear lazy when asked to complete subsequent tasks).

Timed or high pressure assignments are difficult for this worker. Two dimensions are found operating: neatness and promptness. Many times the worker must sacrifice one dimension for the other. He either submits a sloppy piece of work on time or a neat piece of work which is not complete.

- With the attending domain, the person:
  - Has a great deal of difficulty focusing on a task and inhibiting inappropriate responses to internal (hunger, pain, etc.) and external (noise, light, etc.) stimuli;
  - Appears to be more interested in what is occurring around him/her than in getting work done;
  - Tends to respond to every noise (e.g. if a car door is closed outside, the person might quickly look at the window); and
  - Displays hyperactivity, moves around a great deal.

A distinction must be made here between interest distractability and auditory, visual, etc. distractability. A person who is just not interested in the subject at hand and displays some of the above behaviors is quite different from the person who might be interested in the subject at hand and is unable to pay attention. The LD person with attending problems would be able to work if he/she could attend long enough.

- With the conceptual domain, the person:
  - Has difficulty putting thoughts and feelings into words;
  - When speaking, will often beat around the bush because is unable to think of words to describe things;
  - Can deal with concrete terms, unable to deal with abstractions (cannot use concepts relating to feelings and emotions);
  - Prefers working on non-verbal activities; and
  - Is unable to classify things verbally (e.g. if asked to name the pieces of furniture you might find in a living room, this worker would experience varying degrees of difficulty.

Suggestions for Working with LD Persons

- With problems in the visual domain, you may find it helpful to
  - Rely on describing how to do a job in addition to showing how to do a job when giving instructions;
  - Allow extra time for worker to finish job if necessary;
  - Explain job components orally, try not to use diagrams, pictures, etc;

- With problems in the auditory domain, you may find it helpful to:
  - Use maps, diagrams, drawings, etc. when giving job instructions;
  - Make sure you speak clearly;
  - Use simple grammatical structures and speak slowly;
  - Make sure person is paying attention when you are giving instructions -- a simple tap on the shoulder may accomplish this objective; and
  - If appropriate, in the work situation employ programmed instructions since this instructional technique does not require listening skills.
- With problems in the motor domain, you may find it helpful to:
  - For a job that requires writing or copying, use paper with lines spaced farther apart than normal;
  - Give the worker the option to dictate reports/letters rather than write them;
  - Allow an additional amount of time to complete a task when there is a great deal of writing or copying required; and
- With problems in the attending domain, you may find it helpful to:
  - Minimize any and all competing stimuli to the task at hand (consider rearranging environment if necessary);
  - Remove all unnecessary distracting materials;
  - If possible and appropriate, use cubicles as a working environment;
  - Assure that the worker is placed physically within the setting where there are the least amount of distractions between the worker and the information/work/processes being performed;
  - Eliminate all unnecessary noise (use ear plugs if the task does not require hearing);
  - If the internal distractor is hunger, assure that the worker receives something to eat at critical times;
  - Make sure the seating and work station arrangement is comfortable; and

  - Accentuate stimuli to which the worker is supposed to attend (e.g. increase lighting, use materials with high appeal, bright colors).

- With problems in the conceptual domain, you may find it helpful to:

  - Not use ambiguous words -- use concrete terms when giving job instructions or in the interview setting;

  - Choose a level of communication with the person's ability level; and

  - Use visual demonstrations, incorporate gestures with words when delivering job instructions.

TIME, MEDIA, & MATERIALS

45 minutes- 1 hour

Handout II- 3,4,5,6,7 (script)

Cassette Tape

Handout II-8 (Questions)

OUTLINE OF TRAINING ACTIVITIES

Exercise: Interviews

In these exercises, we present two sets of interviews which involve priority population placements. The tapes of these may be obtained or trainees may simply be asked to read the scripts, here labeled Handouts II-3 through II-7.

Trainer Note: The trainer should be thoroughly familiar with the interviews before selecting a set for the group. If the actual tapes are desired, obtain the training package Unlocking Nontraditional Careers, Enhancing Placement by Judith Sechler. Research and Development Series No. 215B, Ohio State University.

After the students have experienced the tapes, lead a discussion of them using the questions in handout II-8 as a start.

Trainer Note: You may want to have the participants complete the pre-test again now as a post-test. Alternately, you might have them "grade" their pre-tests now--each student "grading" or commenting on his/her own paper.

Handout II-3 -1

Tape Script II-3
Cassette 2, Side 1

OPTION B--RECRUITERS

(What a carpenter's apprentice coordinator
has to say about women nontraditionals)

Judy: Bob, what is your position with the Carpenter's Union?

Bob: I'm apprentice coordinator for the Carpenter's Union for the Capital District Council of Carpenters for 31 counties.

Judy: When did you first encounter a woman wanting to become a carpenter?

Bob: To answer your question, the first girl to come into our apprenticeship program was a transfer out of Dallas, Texas. This coming year in April she will graduate and complete her four-year apprenticeship program.

Judy: Do you find it makes any difference at all for them whether they are in the program as the only nontraditional or if they have someone else also a nontraditional involved?

Bob: I think it was mostly everybody hates changes, and after the first year I think it sort of seemed like things sort of fell in place. In fact, the girl spoke of a minute ago that came out of Texas--we feel very fortunate that she could adjust and get along with people. And this is what it takes. It takes somebody that has the right personality to get along with others and be able to cope with the situation. She did a fantastic job.

Judy: What has your track record thus far been with women apprentices? Have they all stayed in the program?

Bob: In Columbus, we've had a total of three dropouts out of twenty. We have tried to sit down with our people that we have taken in and given the bitter with the sweet, so to speak, so they have a clear understanding. You give them a lot of false hope--I think this is where you have a big dropout, and I think this is why we've been fortunate that we haven't had the dropouts that some areas have.

Judy: You have provided, then, this kind of introductory...

Bob: It's not fair to the girl going out and not knowing how to hold a hammer, saw a board; it's not fair to a contractor to send a girl out there and he has to pay her seven dollars and something per hour for just starting to work. So we feel that there has to be some provision made for these young girls to know what's happening.

Judy: Was there any kind of statement made to prepare the men for there being women on the job?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Bob: I went to the various locals in our district council and enlightened the men of the rules and regulations handed down by our federal government that eventually on any federally funded jobs there will be "x" number of women, and we tried to pass the information on to them and prepare them mentally. So far, we've had very good response. You know, some men were a little bit reluctant. And these are young women, so there was a little bit of static even from the wives. We felt that communication is our best asset. We felt that if the people were informed that--and mentally prepared for this--then we were halfway home.

Judy: Could I ask you, from your vantage point, heading up the apprenticeship program, what your initial feelings were about admitting women?

Bob: I had second thoughts to be honest with you. I did, because a carpenter has more of the work than any other craft. I had second thoughts about a woman especially petite, a small-type girl being able to do this kind of work.

Judy: I'm wondering if, in the past years since 1976, your views have changed at all about women entering carpentry?

Bob: Yes, I'd have to say they have, because the gals have proved themselves. Why, in fact, we had one young lady we put in our program in the millwright's this past summer. I thought that I would get a lot of static from our members, but the young lady's working out well. She, again, she's been the type person that has the personality where she can get along with men. She shows that she wants to learn the program, she wants to be a millwright and she is very sincere. She has two children to support and she feels that this is her way that she can make a very good pay check each week, plus learn a trade. A lot of girls don't like being behind a desk all day, they don't like punching a typewriter. And so I feel, like I say, they changed my mind completely because I felt that it would never work out, I really did.

Judy: Are the initial problems that women apprentices face primarily that of familiarity with the tools?

Bob: Well, yeah, it, when it starts out it's true.

Judy: Are there any other important initial problems they have to deal with?

Bob: If you have somebody that's been in the trade quite a few years and he is the type of individual that's willing to teach a woman what he knows, this is another asset to the young ladies too. This is what we've tried to do in the past. Maybe this is, again, why we've been successful as we have been because we've been able to place these people in jobs and with individuals that would help them.

Judy: Would you say that the curriculum for women apprentices is different from the men's?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-3
Cassette 2, Side 1

Bob: Oh, no. We teach the same thing. We teach the same thing, and we also try not to show any partiality as far as placing them on a job. If we have a worklist down at our union hall and when their name comes up on a list, whether it's out here starting a new building or working on a convention center, hanging dry wall, acoustics--whatever might be--we send them on.

Judy: Do you, in effect, recruit for women to enter the apprentice program?

Bob: Not directly recruit. We place an ad in the newspaper for two days and it clearly specifies that there is no difference. Whoever makes application, if they come in, pass the test, then they are accepted. In the past, we have had a very good relation with Urban League here. They have several nights of school for these people. We've found in the past that the people that we get from Urban League have really been successful.

Judy: Have you been in contact with vocational schools as a source of women apprentices?

Bob: We send letters out to all the vocational schools when we open up our program, so they are aware that the program is being opened.

Judy: Do you have any advice for vocational educators regarding their preparation or recruitment of women into this field?

Bob: Somebody has to get across to these young people that they should take math. If you can get to the young people in high school, like I said a little while ago, when they get at seventh, eighth, and ninth grade are the people we should be talking to. I have had several teachers inform me that what they've found is when somebody like myself, somebody actually in this business, comes in and explains to the people what they should be taking, why they should be taking it, it seems to leave more of an impression on them.

Judy: By the time a woman has completed the apprenticeship program, does she hold her own with other workers?

Bob: She should be able to, but, again, a percent of them never will. It's the same with men.

Judy: The woman you spoke of from Texas who is completing your program--she is a rather important person, then. In terms of how she works out, attitudes may be shaped.

Bob: That's correct, in fact we're very fortunate to have her. We are very proud of her and we feel that she has been an asset to our program. She's been an asset to a lot of girls coming into the program because she's sort of cut the path so to speak and it's broke the ice for a lot of people having girls on the job.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-3
Cassette 2, Side 1

Judy: If the federal pressure were off to admit women, from your experience of the last few years would you still allow a woman to enter the apprenticeship program?

Bob: Oh yes. I would because I think again like I say, where we've had people like Raye Hyatt, they have proven themselves, and we feel that they've done well. And, like I mentioned, some of the girls are doing better than some of the young men.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-5
Cassette 2, Side 2

OPTION C--NONTRADITIONALS

(What a woman carpenter's apprentice has to say about her work role.)

Judy: Good morning, Raye. I understand that you have a nontraditional job. Would you explain exactly what that is?

Raye: OK, I joined the apprenticeship program--will be four years June 1, 1981--in which I, the apprenticeship, you go to school two nights a week to learn the trade, the skill of your tools, blueprint reading, estimating, a finished carpentry and also a rough carpentry. And I have worked on various jobs, different employers. I've worked on jobs from dry wall to metal work, acoustical ceilings, to wall partition, to hardware, doors, door frames, and fixture work at Lazarus. I worked there putting up showcases before their Christmas rush.

Judy: When did you become interested in a nontraditional career such as carepntry?

Raye: I've wanted to be a carpenter since I was 12. My grandfather was a finished carpenter, and I used to work in a shop, workshops in the summer, my summer break.

Judy: Did anyone try to discourage you from pursuing carpentry as an occupation?

Raye: Oh, you will get this in every trade in every profession, I will say. But a lot of the men that I have worked with have worked with me, and they have been a great help. Most of my friends are construction workers now; they lend a hand.

Judy: What other kinds of jobs have you had before you got into carpentry?

Raye: I was a secretary and a dispatcher for the police department.

Judy: So you have worked with men in other capacities as well. What skills or experiences have helped you in this occupation? I suppose working with your grandfather.

Raye: Yes, definitely. He showed me how to run a power saw and various things like this because they are very dangerous! And, one good thing you get, they normally put apprentices with journeymen. They will teach you as you go the safety on the job and how to use a ladder properly and your hand tool. This is your hard hat and things that you will need.

Judy: Was it difficult for you to get into the apprenticeship program?

Raye: No, not if you know your math. It's very important to have a good knowledge of math. You have to take your test, and you have to make 70 or above to even be accepted.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Placement

Tape Script II-5
Cassette 2, Side 2

Judy: How would you compare your qualifications to a man's for the work you do?

Raye: Equal. Definitely, it has to be. If it's not, you are not going to get a job.

Judy: Do you feel limited in any way doing the work you do because you are a woman?

Raye: I have never put myself in that position to be limited. I would say I would not get involved in something like form work construction. It is heavy work.

Judy: A lot of lifting you mean.

Raye: Yes, a lot of lifting. But there is a lot of work a woman can do very well at acoustical ceilings, finished carpentry--excellent.

Judy: Without intending to be in any way sensational about this, I would like to ask you if you have experienced any difficult time on the job because you are a nontraditional and if you would be willing to share a little bit of that experience on how you dealt with it.

Raye: Oh, that would be hard to say. The only thing I would have to say is there are some people who don't understand, and they will try to make it rough for you at first. But I think I've opened this--I would say like frontier, to women. I'm not just saying this, because I have seen this. Most of the women that has joined the carpentrying in the past year have really had a lot of great changes, and they are not going through what I did.

Judy: Did you have any survival testing, asked to do tasks that a man might not be asked to do, just to see how serious you were?

Raye: No, I think I went through the apprenticeship my first year like every carpenter does. You get the installation; you get the work that the journeymen don't want, and that is traditional.

Judy: Whether you are male or female, right?

Raye: But that is traditional. They just want to see if you are willing to learn. If you will do that, then they see that you are really willing; and they will put you on with another carpenter.

Judy: What advice would you give to other women who are considering a nontraditional career?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Handout II-4-3

Placement

Tape Script II-5
Cassette 2, Side 2

Raye: I would suggest speaking with other carpenters or electricians on the job. Find out what they have to say about it. I don't think a woman 90 pounds could do it. There is a painters union, and maybe that woman could be a good painter; but I think you have to be able to pull your weight. You have to be strong. And I think she would have to just talk to other people about it to see if that type of work is for her because the facilities aren't like a secretary's facilities. It is a dirty, dirty work. You can get dirty on the job.

Judy: What would make it easier for women to go into nontraditional careers, or do you feel that it is pretty easy now?

Raye: Well, I would say high school--if they have some type of trades in high school for them to take. A carpenters shop--I think that would be an excellent start.

Judy: What is the hardest part about being a nontraditional worker?

Raye: Acceptance.

Judy: Like coworkers.

Raye: Definitely.

Judy: And what is the most enjoyable about being a nontraditional?

Raye: Coming back in about five years and seeing the work. You know, you were a part of that building.

Judy: I'm wondering--you mentioned worker acceptance was the harder part--and I'm wondering if communication skills have been a real key to your success?

Raye: Yes, we do have a steward on the job, and he takes care of all your personal problems. And if I have any, I just go to him and he straightens them out for me. Now there have been a few men I could not work with, and I have stated this. And I was put with somebody else I could work with. But you are going to get that with men--some men don't work with other men.

Judy: Have you experienced any sexual harassment at all?

Raye: Oh, not really. I wouldn't say that. I've been real careful about this. I try not to tell a man how to talk moral-wise, and the way I look at it--I don't have to listen. If they are taking a break and the men want to talk men business, I can just get up and leave. I don't have to listen to it.

Judy: What would you say to vocational educators and employers in regard to nontraditional employees or students--advice that you might have for them--alleviating their doubts about whether we should take nontraditionals seriously?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Handout II-4-4

Placement

Tape Script II-5
Cassette 2, Side 2

Raye: I think they should because I have seen women in the trades that have really contributed a lot to that work, to their work. And especially in finished carpentry, a woman is very neat with her work. And I would just say to employers to give that woman the opportunity to prove that she wants to be a carpenter or not. Or any other trade. I feel like it's time now that we do need the opportunity to learn because times are changing, and we all know now that the man isn't the only one to bring the paycheck home. There is just one thing I would like to add. I would like to say good luck to all of them. The women out there who want to go in the trades. And I would like to say just don't look at the good pay because it is hard work--you have to buy all your hand tools and you have to wear the proper dress clothes, proper boots. You have to, a lot of times, you have to wear support hose, and you have to buy arch supports for your shoes because you are walking on concrete 8 hours a day. If you try to develop the skill and in the long run you will really be amazed at what you accomplished. It's really something. I love working with my hands, and I like to see what I have produced. And, like I said, one day I will be able to build my own home.

Adapted from Sechler, Jud[illegible]n, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-11
Cassette 3, Side 2

OPTION E--TRADITIONAL COWORKERS
(What a male carpenter has to say about a female coworker)

Judy: Ed, what is your occupation?

Ed: I'm a carpenter.

Judy: How long have you been a carpenter?

Ed: Oh, for the past fifteen years.

Judy: Is this your first experience, working at the hospital site, working with a woman?

Ed: No, I worked with a woman on a convention center. In fact, it was the same woman that's working here on the hospital.

Judy: How did you feel about women entering this occupation at first?

Ed: I think it's great. I think everybody should be given the opportunity. I think the women should be given the opportunity. I don't know whether I would want my wife working; but I think if the woman thinks she can do the job, I think it's great.

Judy: Has there been any kind of change in your attitude about women in this nontraditional trade over the course of time and experience?

Ed: Yes, over the course of time there has been a little bit of a change in my attitude towards it, because sometimes you come into a position or a situation where a woman can't handle the job or she can't lift as much as a man. That's probably a little disadvantage that she has in the field. As far as her being able to interpret the rules, the prints, or read a ruler, do the other functions of a carpenter, I believe she can.

Judy: Have their performance surprised you at all?

Ed: Yes, some of them have. Well, you have lazy men and you have lazy women, but most of the women are doing their best to outperform the man.

Judy: Why do they want to outperform the men, do you think?

Ed: I don't know whether they want to. I think they are just trying to show that they can do just as much.

Judy: Can you describe any problems there may have been at first when the women started working at a construction site?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Ed: There were several problems. One of the problems--main problems--would be restroom facilities. There is no separate maintenance--usually a general contractor doesn't have a specified area for women or for men. The women have to use the same restroom facilities as a man. In one way that is good, and in one way it's bad because if there is no lock or key on the door--and no way for her to close it or a man to close it--it can be a little bit embarrassing. That's about it, I think. That's about the only disadvantage that I can really see other than I know the exterior type of a construction worker is supposed to be beer belly and loud mouth and cursing all the time and smoking a cigar. But that's not really so, and I think the women have made the men act like men, instead of a stereotype construction company worker.

Judy: Do you think there was any survival testing, or pranks pulled, at first just to test the women's sincerity?

Ed: I'm sure there was. I haven't come across any, but I'm sure there were.

Judy: If there was any of this survival testing, how do you think that problem has been resolved?

Ed: I don't know if it has been solved, but I think as the work progresses--and as the woman works with the man--I think they can see whether she is capable of doing the job or not. And if she is, then they will accept her. There won't be any qualms whether she's a woman or a man. Just so long as she can pull her own weight. And tricks. There were some tricks pulled on some woman, I have to say this, down in the convention center. It was one particular girl, and they wouldn't let her eat in the lunch room with them. And they gave her a hard time, but I think she's all right now. I felt kind of sorry for her, but they were trying to ostracize her.

Judy: Do you think she contributed to that problem?

Ed: No, I don't think she did. I don't think she contributed to the problem at all. it was a different trade other than carpenters, and it was sort of a traveling trade where they traveled around the state doing work. And I think there you have a stereotype more so than a carpenter. It was a pipe fitters, local pipe fitters.

Judy: Can you think of any significant events that you think might be worth sharing to people who are just trying to think through their own position on nontraditional workers, any significant event that may have involved one of the woman carpenters here, any success story, or...?

Ed: I don't know of any significant event. As far as success story, I think a woman--if she starts the apprenticeship program and completes the apprenticeship program--I think that is a success story in itself. Because she survived four years of blarney, and she has proven herself, and she has done her job.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Placement

Tape Script II-11
Cassette 3, Side 2

Judy: In my interview with Raye--I would like to follow that up by asking you--does she do anything particularly to make her work situation successful, aside from her apparent great skill?

Ed: No, there's nothing significant. She just does her job; I just feel she does her job. That's about all that is expected of anybody.

Judy: Do you think communication skills plays any part in her relationship with other workers?

Ed: There is really nothing different about the way she works, talks to the other workers, or handles herself, other than the fact that she is a female. There is nothing different in her manner. Of course, she doesn't walk like a man or have a gruff voice or whatever-have-you. She, she's a woman, and she is just, just in a man's job; but she is doing herself, proving I guess to herself and to a lot of other people that she can do it.

Judy: Does she have a sense of humor?

Ed: Oh, definitely, she has a sense of humor. She's a great person. I kind of like Raye. I've met her husband, and I kind of like the both of them.

Judy: If you were asked to talk to a vocational education class, what would you say to traditional and nontraditional students alike about this whole issue of people going into an occupation not usually associated with their sex?

Ed: I would say follow your heart. If you feel that you can, don't let anything stop you. There is nothing that is going to stop you from doing anything really, whether it be a woman or a man. There is no field that anybody really couldn't handle, if they put their mind to it, whether it be this profession or another type.

Judy: Would you like to make any comments at all to vocational educators or employers about this same issue of nontraditional workers?

Ed: The only comment that I probably would make is encourage them. That is probably the key word. But that goes along with a man apprentice, a man apprentice also. See, when you are an apprentice, you are not supposed to really know a lot. You are supposed to learn. And the problem is a lot of people don't like to take the time to teach anybody anything, because they are so wrapped up in doing their own job. If they took the time to encourage someone, to still push them along, that would probably be the key word--encouragement.

Judy: Would you work with a woman again?

Ed: Definitely. Why definitely, sure!

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-7
Cassette 3, Side 1

OPTION D--VOCATIONAL EDUCATORS
(What a cosmetology instructor has to
say about male students.)

Judy: Kay, I understand that you teach cosmetology. How long have you taught this subject?

Kay: I'm going into my sixth year.

Judy: When did you first encounter having young men in your course?

Kay: This is my first year of having a male student in my class.

Judy: Did you have any notions, preconceptions, about what it would be like having a young man in class which may have changed over the course of the year?

Kay: I think so. I was worried about some of the things that we teach. I was worried about the idea of how he would accept talking about anatomy and different things that pertain just to females, because we work so much on female patronage. So I really was worried about how he would take some of the things we were talking about. Would he be embarrssed? Would it embarrass the other girls in the class? And I found that my student was able to handle it without any problem at all. At first there may have been a few problems with him turning red, but it soon passed.

Judy: How would you describe this young man as a nontraditional student?

Kay: He had an interest in art. And being a cosmetologist, art is a very good background. He had a lot of interest in just dealing with doing hair. And so I think just because he had the interest, he decided to pursue it. And we were very glad that de did.

Judy: Did he share with you particular reasons he had for going into this field?

Kay: OK. He wanted--and I'm sure he will make this goal come true--he wanted to own a chain of beauty salons. He wanted to be an owner and operator and a very successful business person.

Judy: How did he get along with his peers, with the women peers in class?

Kay: They liked him a lot. They did have problems with dealing with the fact that he sometimes wanted to sit in on their conversations when they were talking about boyfriends. And sometimes they didn't wish to tell him the things that they might tell another female. So there he had problems because he did feel left out on occasion. And so there were times that I did have to intervene and say, "Girls, remember he is one of the classmates; and if you're going to talk, you should include him."

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Placement

Tape Script II-7
Cassette 3, Side 1

Judy: How would you compare his abilities, skills, in class to those of the young women in class?

Kay: His abilities were probably not anything extraordinary compared to the girls. He was probably as average as they were. There are some students that do excel and are exceptional, and my student was an average student. And he progressed as the year went on with great ease. He had no problem at the end of the year passing his state board; he did very well. He probably was better than the girls as far as communicating with the patrons, though, because he really had an interest for being there.

Judy: Have you had any role with placing this young man in a job?

Kay: Yes, I have. In fact, if I had had twenty young men in my class, I could have placed them all. Many of the salons in the area are very interested in having male operators because they can communicate with their female clientele normally with greater ease than the females can. It is very complimentary when a male hairdressed tells you that something is going to look nice; and you might believe it from a male before you would believe it from a female. And so, when it came time to place my male student, I didn't have to make any calls because the calls came to me--long before school was ever ready to end--asking me if my male student would be interested in working in the salons in the area.

Judy: Have you had a role in helping to encourage other young men to take cosmetology, now that you've had a successful experience with your first one?

Kay: I just went through a sex fairness program with sophomore students from different school in our feeding area for our vocational school. And I had the opportunity to work with about fourteen young men. And so that was a very good opportunity for me to let them know what my program is about--let them know that it is not necessarily just a female program.

Judy: Do you have any difficulty with other male students in the school creating problems for them--or making them feel that they are less a man because they are not in a traditional male occupation?

Kay: We did have that problem with my student. He went through his first year with quite a bit of frustration. A number of comments made by maybe some of the boys in auto body or auto mechanics, ones that thought they were taking masculine roles by taking those particular trainings. But we worked with my student a lot--all of the cosmetology instructors and counselors--and let him feel a little bit more secure about where he was in knowing that he knew exactly what he wanted, and many of them did not.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Handout II-7-1

Tape Script II-8
Cassette 3, Side 1

OPTION D--VOCATIONAL EDUCATORS
(What a cosmetology instructor has
to say about male students.)

Judy: Bonnie, I understand that you teach cosmetology. How long have you been teaching this course?

Bonnie: I've been teaching cosmetology approximately 12 years.

Judy: When was the first time that you encountered nontraditional students in that capacity?

Bonnie: Well, I've taught in private schools (cosmetology), and I went into the vocational education; and all through my teaching experiences I've always had boys. I've never had a class that has not had a male enrolled in it.

Judy: Do you recall how you felt at first having a male take the subject and be so considerably outnumbered by women?

Bonnie: Yes, I remember it very well. I don't know how to explain to you my feelings of what I thought about the boys that applied. And I think maybe we tend to feel that maybe a boy is not normal. When I went into cosmetology as a student myself, I felt that a boy was on the feminine side if he even decided to go to cosmetology. But working with them, it's changed my outlook. Not meaning that the boys haven't had problems--especially in vocational education they've had problems. Now I had a boy last year that he seemed to have more of a problem than any of the other boys that I'd had ever had in class.

Judy: Do you attribute his staying in largely to the pep talks you gave him, or were there some other support bases coming forth to help him?

Bonnie: He had no other support.

Judy: From his parents?

Bonnie: He had no support from his parents. It's the parents we are fighting. Not just cosmetology with boys, but it's carpentry with girls, auto mechanics with girls.

Judy: Do the counselors give you collaborative help?

Bonnie: Oh, yes. I don't have any trouble at all with counselors. I have trouble with home-school counselors, meaning the school that feed into a vocational school district. That's the problem we have.

Judy: Do they ever come and visit your classroom to observe these students succeeding?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Bonnie: No. Very few do, and I feel when we have to educate people about vocational education and about stereotyping kids in different programs. I feel it needs to be with the counselors of those home-schools, and we find that to be our biggest problem. One example was a boy that wanted to come in my class. The counselor told him that was a feminine profession and that he would find only problems in there and it wasn't for him. And that's what he repeated to me, and I have told him--just like I told all the other boys I've had--that in any profession you're going to fight something or somebody along the way, and it's an individual thing as to what you want to do.

Judy: How do you feel about recruiting nontraditionals to take cosmetology?

Bonnie: I try to recruit at least a couple of boys in the class, and I think a lot of vocational schools are trying to do that now. They have been. It's just when you run into the counselors like I mentioned before and the parents' negative opinions sometimes, you just don't want to fight that.

Judy: What have some of your successful techniques been to encourage males to take cosmetology?

Bonnie: Usually, I try to have a male speaker that's a hairdresser in the area to come and speak and show styling and talk just a little about their experiences in our profession. And then have some of these male visitors that are really interested in cosmetology but they have a problem with their parents. And so I invite the parents and the male student and have them come in. And then they get to have a little bit of rapport with the person that's there, and they can talk to them on the side and kind of let the kids make up their own mind.

Judy: Do you have any words to share with vocational educators for whom the concept of having nontraditional students in class is still very new and strange?

Bonnie: I think that they also have to come around and come to the classes and see how these kids are working out and see for themselves. Myself, I always wanted to go into carpentry. That was an art-type thing just like I am in now; but I had a male principal tell me that I could not--absolutely not--get in carpentry, and I regret that now. And I feel we all have to change. The world is changing; we all have to change our opinions on what our beliefs were or what we were raised with. But you cannot sit behind a desk and say a male cannot be a cosmetologist, a female cannot be a carpenter or automechanic, sitting behind a desk. You have to go out and go in all these schools and see how it's working out. Talk to the kids that have been in it.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

INTERVIEW FOLLOW-UP QUESTIONS

Directions: Use the questions corresponding to the particular interviews you heard on tape to focus your thoughts and impressions regarding placement concerns. Do not feel limited to these questions in your discussion.

Employers

1. How common is it for the employers to hire nontraditionals?
2. How do the employers describe the situation for female nontraditionals and for male nontraditionals?
3. How comfortable do the employers seem in talking about nontraditionals?
4. What problems concerning nontraditional workers arose, and how were they handled?
5. What practices do the employers follow to enhance the placement of nontraditional workers?
6. What, in the experience of these employers, makes them favor hiring nontraditionals?
7. What popular myths or assumptions about nontraditional workers do the employers refute?

Recruiters

1. How have the recruiters been able to successfully place nontraditionals?
2. How comfortable do the recruiters seem in talking about nontraditionals?
3. What emerges as the key to a nontraditional's overcoming biases in others?
4. How do the recruiters describe the situation for female nontraditionals and for male nontraditionals?
5. What problems concerning nontraditionals arose, and how were they handled?
6. In what ways is close collaboration between schools and industry important to placement of nontraditionals?
7. What popular myths or assumptions about nontraditionals do the recruiters refute?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Nontraditional Workers

1. How does the career motivation of the female nontraditional compare to that of the male nontraditional?
2. What career problems have these nontraditional workers experienced, and how were they handled?
3. What factors influenced the successful placement of these two nontraditional workers?
4. What could have made placement of these two nontraditional workers easier?
5. How do experiences of acceptance on the job compare for these two nontraditional workers?
6. What arguments do these two nontraditional workers suggest for supporting the placement of nontraditionals?
7. What popular myths or assumptions about nontraditionals do these two workers refute?

Vocational Educators

1. How common is it for these vocational educators to have nontraditional students in class?
2. How do these vocational educators' descriptions of the class situation for female and male nontraditional students compare?
3. How comfortable do the vocational educators seem in talking about nontraditional students?
4. What problems arose concerning nontraditional students, and how were they handled?
5. How do the experiences which these vocational educators have had recruiting and teaching nontraditional students bear on placement?
6. What, in the experience of these vocational educators, makes them favor having nontraditional students in class?
7. What popular myths or assumptions about nontraditional students do these vocational educators refute?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Traditional Coworkers

1. How comfortable do the women coworkers seem in talking about their nontraditional colleague compared to the male coworker?

2. How do the attitudes about nontraditionals compare between the male and female coworkers interviewed?

3. What factors seem to influence the successful placement of the nontraditionals, according to their traditional coworkers?

4. What problems concerning nontraditional placement do these traditional coworkers address?

5. From the interviews, in what way(s) should traditional coworkers be a consideration of employers in placing nontraditionals?

6. What do vocational educators most need to do to enhance placement of nontraditionals?

7. What popular myths or assumptions about nontraditionals do these traditional coworkers refute?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

SESSION III

SESSION III - JOB PLACEMENT TECHNIQUES FOR PRIORITY POPULATIONS 3 hours

GOALS

- To provide background readings on job placement.
- To improve the placement skills of vocational education placement coordinators.
- To present a three stage job placement model.

OBJECTIVES

At the end of this session, participants will be able to:

- describe the major techniques to use in placing priority population vocational education students
- demonstrate in a pre and post test improved ability to respond to employer reactions

MATERIALS

- Background readings (optional)
- Lecturette
- Overhead Transparencies
- Bibliography
- Self Check Quiz
- Handouts

QUALIFICATIONS

BIBLIOGRAPHY

U.S. Department of Labor, Employment Service, *Placing Handicapped Applicants*.

University of Michigan, Institute of Labor and Industrial Relations, *Placement and After: A Manual for Teachers and Other Employment Workers*, produced for the U.S. Department of Labor.

Zelnick, Robert and Nadine Evans, *The Youth Employment Counselor: A Resource Manual*, Project REDY, Melrose, MA., 1981.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
Introduction Background Readings Handouts III-1 and III-2	Introduction--Trainer Note This session will present some techniques which placement counselors can consider in their work with priority population students. Because the skill levels of the audience will vary, we have included background readings, III-1 and III-2. These describe the overall skills which any placement officer should possess. Since these are basic skills, we do not emphasize them; these are presented for the benefit of the new job placement counselors. A special, short bibliography is also provided for their benefit. Throughout this session, we will be stressing specific placement techniques which can be used when dealing with priority populations. We will present possibilities, options and examples. Our presentation is not exhaustive--it includes only some of the possibilities which can be used. There are other techniques which might be tried, but time and resources preclude their presentation in this session.
Lecturette and Discussion 15 minutes Handouts Overhead Transparencies Optional Readings	Lecturette In this session we present a vocational education job placement model which divides job placement into three phases: preplacement assessment, placement and post placement follow-up. Through this model, we will focus on aspects of the placement process during which the school can intervene to enhance the chances of satisfactory job placement of priority population students. This lecturette outlines the model's three phases and provides the trainees with abundant resources which they can apply to their own programs.

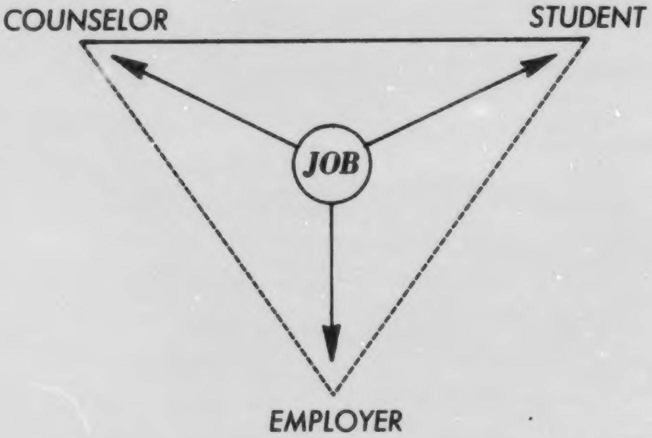
Steps Toward Employability

INTRODUCTION To increase the employment prospects of vocational education students, you must be part counselor, advocate and teacher. This paper will highlight certain principles which operate throughout the process of job development. It may assist you to define your role more clearly in relation to students as well as to employers.

DEFINING RELATIONSHIPS The job placement process involves a complex set of relationships among the job counselor, the student and the employer. (See Figure 1). Each party in this process has their own set of expectations for success and their own perspective on how success should be achieved.

Figure 1

JOB DEVELOPMENT PROCESS



The job counselor wants to see the student placed in a job which will lead to economic self sufficiency. S/he also wants the employer to be satisfied so that there is a possibility for additional placements with the employer in the future. The student wants a job to earn money but also wants some personal satisfaction from the work and an opportunity to learn additional skills and to achieve some future career mobility. The employer wants a "good" employee; i.e., one who performs well but also one who will not contribute to any future problems of morale, turnover or interpersonal problems with other workers.

For true success in the job development process, each of the parties must be satisfied. For instance, a job counselor can achieve immediate success with finding a placement for a student. But if that student is consistently late for work or does not follow instructions, the employer is probably not going to be satisfied and may eventually fire the worker. The worker will then be dissatisfied with both the job counselor and the employer.

Alternately, the job counselor may make a good placement in which the employer is initially happy with the worker's performance. But, if that worker feels that there is little opportunity to learn and grow on the job, s/he may develop attitude problems which can affect the quality of his or her work. Ultimately the employer will be dissatisfied with the worker's performance and also with the job counselor.

In order for job placement to be satisfactory for all the parties involved, two conditions must be met. First, each person must understand the expectations and goals of the other persons involved. Second, all parties must be able to communicate clearly with one another so that there is no misunderstanding during the job placement process.

From the employer's perspective, there are several essential characteristics for the "good" worker. Walter Neff, in his book, Work and Human Behavior, has identified seven characteristics employers demand of employees. Employees must:

- be motivated to work,
- possess the acceptable aptitudes and skills,
- be able to conform to certain work rules,
- meet standards for productivity and quality,
- look like workers,
- be able to relate to various kinds of people, and
- be able to shift emotional and cognitive gears— to "turn on" behaviors appropriate to work and "turn off" needs gratified by other settings.

It is interesting that only two of these requirements relate directly to the performance of specific skills on the job. The other requirements are related to those ancillary behaviors dealing with acting like a typical worker and conforming to the work rules of that particular setting.

Oetting and Miller have conducted research which supports the concept that a successful job development process entails much more than the acquisition of the basic skills required to perform a job. They evaluated the results of employment and training programs which seek to help disadvantaged clients learn skills, become employed and then to stay employed. They found that certain programs were excellent in teaching participants such basic job skills as welding, machine repair and assembly well enough so that participants could get a job upon completion of the training programs. However, after six months there was a very low retention rate of these participants in their jobs. The research of Oetting and Miller indicated that the lack of success on the job was not because workers lacked the skills required on the job but because they lacked a range of other job related behaviors.

Oetting and Miller constructed what they called a "Work Adjustment Hierarchy" to describe the process of preparing for, entering and moving through successful employment experiences. This hierarchy helps to explain that while training programs may help with many of the skill deficiencies of participants, (such programs do not necessarily) provide the kind of help that would move the participant upward, step by step through the process of acquiring those job-related behaviors.

WORK ADJUSTMENT HIERARCHY

The levels of the work adjustment hierarchy are divided into three groups:

- Acquisition Group—the steps related to work adjustment that are preparatory to actually working on a job,
- Maintenance Group—the steps related to holding a job, and
- Upgrading Group—the steps related to vocational development beyond entry level positions.

Each level within the groups is defined by behaviors or tasks characteristic of that level and by that level's successful outcome.

Acquisition

The Acquisition Group involves four levels:

Level 1
Work Role
Identification

Work role identification appears to involve at least four different dimensions:

- the individual sees work as valuable and wants to work,
- the individual's identity includes self-perception as a worker,
- the person's perception of his/her social surroundings includes an expectancy of work and working, and
- the person expects work to be rewarding.

Level 2 Career Seeking Skills	Career seeking skills include the basic skills to obtain job or career information, make decisions, set goals, make personal plans, and choose from alternatives to reach job or career goals.
Level 3 Job Readiness	Job readiness is a complex stage of development based on understanding one's self and the world of work. With understanding, people can look for a job that meets their needs and one that they can do well. Once the basic skills for the job have been acquired, one needs an increased awareness of self, as well as the communication, social and interpersonal skills appropriate to the level of job entry.
Level 4 Job Getting Skills	Even with good skills and a knowledge of the kind of job they want, people often find it hard to get a job. The specific job getting skills include applying directly to an employer, filling out an application and being interviewed. Also included are interviewing skills (including the ability to respond to unpleasant or difficult questions in an interview), appropriate assertiveness and interview closing behaviors.
Maintenance	The Maintenance Group includes four levels that relate to the skills and values required to "fit into" the work environment and the people in it.
Level 5 Job Conformance and Adaptation	The most fundamental level of being satisfactory on the job is conformance. All work situations have a basic set of conformity requirements that must be adhered to if employment is to endure.

Perhaps the most critical of these maintenance behaviors is the requirement of regular attendance. In addition, good employees must know how to handle those situations when attendance is not possible. Other common conformance considerations include punctuality, dress, hygiene, language, safety regulations and drug or alcohol abuse. Almost all very early failures that lead to being fired are due to conformance problems.

Attitude problems can also be a significant contributing factor in unsuccessful job placements. Work can be a strange and disturbing environment. The new person starts a job with anxiety and often extreme sensitivity. Directions by the supervisor can seem like personal criticism. Checking up on performance of the new worker can feel like "being on my back." The usual practice of giving routine or dirty jobs to a new person can seem to be based on prejudice. Co-workers who engage in the slightly sadistic "initiation" practices common in some work situations can make the new employee feel both incompetent and disliked.

Adapting to this new environment is difficult for anyone. Very often everything will seem to be going fine with the new worker, then the supervisor will make one more suggestion. The worker will suddenly explode, shout something like "I can't take it anymore" and walk off the job. The more passive ones simply wait until the end of the day, but don't show up again. Failures at the conformance and adaptation level occur very rapidly-sometimes in the first day and usually within the first week. There is no time to learn job skills, and often not enough time to learn anything about the work environment. It is a failure experience with no benefits at all.

Feifer identified eight behaviors that contribute to adaptation;

1. Notifying the appropriate person whenever the trainee is going to be absent,

2. Arriving at work on time,

3. Asking for more work,

4. Staying at the work site,

5. Asking questions whenever instructions or directions are not clear,

6. Responding appropriately to instructions, orders and criticisms,

7. Avoiding unnecessary disruptions and disrupting the work of others,

8. Proper care of tools and equipment.

This level involves not just taking a job but a change in an entire life-style and an adaptation to a foreign environment.

Level 6
Entry Level Performance and Satisfaction

Once a person meets the conformance requirements of the job and makes the basic adaptation to the work environment, s/he is likely to work long enough so that performance variables become important. Performance on the job is traditionally thought of as quantity and quality of work output. Behaviors which characterize satisfactory entry level performance include:

- the ability to listen and follow directions,
- asking questions to clarify directions or instructions,
- altering the pace or speed at which a person works to comply with the work norms of other co-workers,
- staying at a work site,
- asking for additional work whenever a job or task has been completed, and
- providing proper care of tools and equipment.

Work adjustment at this level requires that the worker realize at least some satisfaction from what s/he is doing. This includes seeing the work as worthwhile and important, the recognition of good work, the ability of worker to make decisions and achieving the cooperation of co-workers.

Level 7
Human Relations Skills

People can actually maintain employment for a considerable period of time if they function at Level 6. However, they will not maintain employment permanently unless interpersonal relations within the job environment are pleasant, comfortable and supportive. This includes the ability to personalize feelings and meanings related to work and co-workers. Support and encouragement is sought from co-workers and supervisors. Emphasis is placed on improving interpersonal relations.

Level 8
Skilled Performance and Job Satisfaction

At this level, the effective performance of job tasks leads to increased self-esteem. Feeling competent, the worker is able to meet some personal needs through the job or position. Also s/he may develop the abilities to work independently without supervision, take initiative and be able to make decisions.

Advancement	The Advancement Group includes four levels. In this group, the worker moves towards integrating a worker role with his/her total perception of self.
Level 9 Orientation for Change	At this level the individual has acquired greater flexibility and adaptability and is motivated to seek greater responsibility and job or position improvement.
Level 10 Advancement Readiness	At this level the individual is personally motivated to actually apply for promotions or a new job. This further enhances feelings of self-esteem and competence. This also increases the autonomy and control over work, and increases the recognition and rewards associated with the work. New challenges are sought by workers at this level.
Level 11 Job or Promotion Getting	The worker obtains a promotion or new job and actively engages in maintenance of the new job or position. (The levels of the Advancement Group are likely to be seen as cyclical as they are continuously interacting.)
Level 12 Career Maturity	This is a level of high performance, high satisfaction on the part of the worker and the employer. The individual performs on a fully functioning level and is motivated to acquire the learnings and skills needed to keep up-to-date. Many individuals at this level move from production and technical work into administration, thus renewing the upgrading or advancement cycle.

This discussion of the steps of achieving employability brings together the many issues and problems which confront the job counselor. The successful process of job placement ensures that the job counselor, student and the employer are all aware of these issues and agree to work together to resolve them.

The materials in this section were developed by Mimi McGrath of A. L. Nellum and Associates for the Regional Office of the U.S. Department of Health and Human Services, Office of Refugee Resettlement:

McGrath, Mimi. "Steps Toward Employment," Jobs for New Americans: The Campaign to Help Indochinese through Employment. A. L. Nellum and Associates: Boston, 1982. pp. IV-29 to IV-36.

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Organizing Yourself to Make a "Sales" Presentation: *A JOB PLACEMENT STRATEGY*

BACKGROUND

Preparation may be the most important part of any sales presentation. Although the product you have to offer or the concept of which you want to convince your audience is important, your chances of success are greatly enhanced if you are well prepared before you begin the sales job.

This may be particularly true of attempting to persuade employers to vary from their traditional hiring practices. The materials in this section describe a preparation process which job placement counselors can use in advance of making visits to potential employers. The essential principle to keep in mind is that preparation is the key to successfully persuading employers to employ your students.

The process outlined here was developed by the Pennsylvania Bureau of Employment Security in conjunction with the U.S. Department of Labor. All steps in the process may not be necessary for you in preparing your presentation to prospective employers. However, as a framework for preparation, we are certain you will find this helpful. The preparation process is broken into four phases:

1. Determining the current situation,
2. Identifying possible needs,
3. Deciding what to propose, and
4. Planning "selling" activities.

I. DETERMINING THE CURRENT SITUATION

In this phase, you need to consider the status of the potential employer now. You should have information on some (or all) of the following:

A. The nature of the business or organization

What products are manufactured
What markets are served
Nature of the competition

B. The organization of the business

Main office location
Number and location of plants and branches
Interest in other companies
Officers and directors
Who makes personnel decisions
Who influences personnel decisions
Promotion patterns

Union/nonunion
Apprenticeship

C. Present personnel recruitment relationships

Name of primary personnel recruitment service
Other personnel relationships
Length of relationship
Nature of services received
Performance in satisfying needs and solving problems
Frequency and regularity of personal contacts
Other sources of personnel assistance and how they are employed
Job titles which predominate in the company

D. Business goals

Expansion of facilities and manpower
Development of new products and services
Improvement of methods
Automation

E. Individuals being "sold"

Nature of prior experience
Educational background
Reputation in community
Community activities and interests
Family
Hobbies

Sources

Developing information about a prospective employer's existing situation involves the use of any or all of the following fact-gathering sources:

A. Pre-call research of recorded facts such as:

Job orders (past and present)
Employer records
Advertising of employer
Publications of prospect or customer
Industry trade papers and magazines
General newspapers and magazines
Previously recorded call information

B. Survey call:

Ask questions about existing situation
Make on-the-spot observations of facilities, personnel, practices, and performance.
Qualify potential of employer

II. IDENTIFYING POSSIBLE NEEDS

Having gathered facts about a prospective employer's existing situation, you are then in a position to identify needs and what you can do to satisfy them. This provides you with a basis for not only developing awareness of the need to modify or improve the existing situation, but also helps you in determining the services and capacities you should propose.

As used here, needs describe:

- Performance, methods, or practices that could be improved,
- Problems that should be solved, and
- Goals that the employer wants to achieve.

Identifying a prospective employer's needs involves the following:

A. Comparing the existing situation with standards of performance, such as:

    Previous successful experience with Voc Ed student employment
    Industry trends and growth
    The prospective employer's own goals and objectives
    Personal prior experience

B. Look for "needs" conditions your office can satisfy, such as:

    1. Performance or methods that can be improved:

       Examples --

       - Medium size manufacturer experiencing increasing personnel recruiting expense, plus added new employee turnover.
       - Wholesaler experiencing 6 to 7 day delay in obtaining new employees through private agency.
       - Body repair shop using newspaper ads for body repair trainees and has been deluged by response and does not have time to interview.
       - Owner of small chain of retail stores having difficulty in obtaining part time employees.

2. Problems that can be solved:

   Examples --

   - Medium size retailer has been experiencing lack of part time applicants.
   - Medium size manufacturer has been experiencing difficulty in obtaining key executives.
   - Heavy manufacturing company experiencing delays and dissatisfaction in recruiting and processing applicants through newspaper ads.

3. Goals that have not yet been achieved, due to lack of experienced applicants:

   Examples --

   - Plant expansion.
   - Development of new products and services.
   - Diversification of operation.

III. DECIDING WHAT TO PROPOSE

Charles Kettering once said -- "A problem well defined is half solved." Likewise, a need well identified is half satisfied since it will point to what must be proposed to help an employer improve his existing situation.

Deciding what to propose to satisfy an employer's needs involves:

A. Setting priorities for handling needs.

Since it's seldom feasible or practical to resolve all of an employer's needs at one time, it is sound practice to determine which needs should be concentrated on first, and which can be handled later. This involves evaluating the needs in terms of the following:

1. Impact that satisfaction of particular need will have on existing situation and other needs.

   Generally, it's a good idea to concentrate initially on those needs where the biggest and most significant improvements are feasible. Only as an employer can readily see that it's worth the difference to change his existing situation will he be willing to participate. In addition, as you can produce significant improvements for an employer through the initial services/products that you "sell" him, it makes it much easier to secure his acceptance of future ones.

2. Speed with which need can be satisfied, and improved results produced.

   Some needs are relatively complex in nature and require extended service effort before the employer is "sold" and the need is satisfied. Other needs can be resolved in a relatively short period of time. As a general rule, when you're endeavoring to "sell" a new employer, it's sound practice to concentrate first on the needs that can be serviced relatively fast to enable you to "get your foot in the door".

3. Relative urgency of need from prospective employer's viewpoint.

   Some needs can be extremely critical in nature -- capable of causing serious loss if not resolved quickly. Obviously, when such needs are encountered you should direct your initial efforts towards them.

B. Select appropriate service to satisfy need.

In many cases, only one approach will be evident for satisfying the needs of an employer. Where more than one solution may be available, however, the following factors should be considered in selecting the most appropriate solution:

1. Your capacity to apply the solution in terms of the time involved, as well as the availability of competent personnel.
2. The capacity of the students to implement the solution in terms of the qualifications and availability.
3. The magnitude of the benefits to be produced for the employer versus the investment s/he will have to make.

C. Determine and recommend internal changes that can be made by the prospect to improve his situation and to supplement the service you would provide.

IV. PLANNING "SELLING" ACTIVITY

Having established what a prospective employer's needs are and what you can propose to satisfy them, you are then in position to give more specific direction to your "selling" strategy by planning the "selling" activity required to produce the acceptance and action you want.

Performing this important planning function involves the following:

A. Establish long range "selling" objective -- the acceptance and action that you ultimately want to achieve from the prospective employer in "selling" him on hiring Voc Ed students.

Note: Establishing a long range "selling" objective normally is feasible only after you have determined what an employer's needs might be through pre-call research or an initial survey call.

B. Determine intermediate "selling" action -- the progressive "selling" steps that must be taken to achieve your ultimate objective. Most "selling" situations will require a series of employer contacts to produce the action you ultimately want. This planning function simply involves identifying the different "selling" actions that are required to achieve your objective.

C. Set an achievement schedule -- establishing when you expect to perform the intermediate "selling" action and achieve your ultimate objective. Setting time goals provides a guide and stimulus for getting the job done, and a basis for measuring the effectiveness of your performance.

With relatively simple "selling" situations where desired action can be achieved on one call, establishing a long range schedule of "selling" action would obviously not be necessary.

"Organizing Yourself To Make A Sales Presentation" is based on materials developed for the State of Pennsylvania Bureau of the Employment Service. These materials were presented to several regional offices of the U.S. Employment Service in 1975 and 1976 at a series of Organized Selling Conferences.

TIME; MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

I. Student Referral: Basic Considerations

A. Be certain that job qualifications and specifications are realistic.

B. Match student skills and aptitudes to job specifications. (Remember--perfect matches exist only in heaven.)

C. Advise student of job requirements.

D. Be certain that applicant is fully aware of employer expectations.

E. Do not refer or place students in jobs which are not in compliance with appropriate federal, state or local laws. Also, do not place students with employers who maintain unsafe conditions or who discriminate.

F. Always observe union policies, EEO and veterans preference.

G. Do not reveal to employers any information about the applicants which is not directly job related.

Trainer Note: For a more complete discussion of these issues, see Interviewers Handbook for Selection and Referral to Training and Placement, U.S. Department of Labor, Employment and Training Administration, 1970.

II. Priority Population Guidelines before Referral/Placement

In the placement of handicapped, limited English proficient and nontraditional workers, several additional guidelines are appropriate:

A. Refer on the basis of ability only.

B. Place at the highest skill level possible.

C. Diversify job placements--don't put all of your students in one place.

D. Vocational interest of the applicant should be your primary concern.

E. Treat your students as individuals; they have diverse aptitudes and interests.

F. When placing handicapped students, correct disabilities before placing (to the maximum extent possible).

III. The Employer Perspective--"Selling Points" before Placement

Trainer Note: Many job placement experts say that the most important things about job candidates to employers are: skills, attendance and appearance. These are the three attributes of workers to be stressed to employers. In fact, these qualities are much more important attributes than the worker's being on parole, or on welfare, or in desperate need of a job, as far as a potential employer is concerned.

Job developers, placement workers and employers should be aware of handicaps, disabilities or problems held by the client. If the client does not have any, do not even reassure the employer of that, because just raising the issue will arouse suspicion. If there are handicaps or problems which must be mentioned, switch the conversation as rapidly as possible to the worker's strong points, abilities and strengths, especially regarding skills, attendance and appearance.

A. Student Skills--employers are often most impressed by skills learned on the job, performed frequently in the vocational education laboratories or taught by instructors with substantial job experience.

B. Attendance--lateness and absence are employers' major worries. Stress the students' attendance records in past jobs or at school (e.g., they were laid off in the recession because of lack of seniority, rather than because of poor attendance). If the students have not had any past jobs (or have had poor attendance), stress their promptness and reliability in attending your meetings or keeping appointments with you.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	The most common reason for attendance problems is lack of reliable transportation or misunderstandings about work protocol. Do what you can to help students get the transportation they need to keep the job, and add your school's voice to community pressures for better public transportation where it is needed--including provisions for the physically handicapped so that they can get work, too. C. Appearance--Students in the priority population groups may need guidance on what clothing and personal hygiene habits the employer expects. The right appearance is not the same for all jobs. The best strategy is for the student to appear in a moderately more spruced-up version of whatever the standard work clothes are for people in the job you are trying to develop (e.g., clean, ironed work clothes for yard work in a mill; unflashy sport jacket, shirt and tie for a job in an informal office). The job counselor will need to know what the standard work clothes are in the particular place to which a student is being referred, so that the student does not have to guess at it. Another point about appearance: wrong impressions can be counteracted. If the student is short and thin, and thus looks physically weak (or has an obvious physical handicap which makes the employer think he/she is weak), a little practice in walking vigorously and giving a firm handshake will help in subtly overcoming the appearance of physical weakness. D. Ten Leading Reasons Employers Gave for Rejecting Job Applicants (Rank Order) 1. Little interest or poor reasons for wanting a job. 2. Applicant has a past history of job-hopping. 3. Inability of applicant to communicate during job interview situation.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

4. Health record.
5. Immaturity (other than chronological age).
6. Personal appearance.
7. Manners and mannerisms.
8. Personality.
9. Lack of job related skills.
10. Poorly filled out job application form.

E. Ten Leading Reasons for Hiring One Applicant Over Another (Rank Order)

1. Previous work experience.
2. Interest shown in job for which being interviewed.
3. Recommendations from previous employers.
4. Training background.
5. Ambitions.
6. Health record.
7. Personal appearance.
8. Personality.
9. Maturity (other than chronological age).
10. Manners and mannerisms.

F. Areas in Which Improvement is Most Needed (Rank Order)

1. A concern for productivity.
2. A pride in craftsmanship and quality of work.
3. Responsibility and ability to follow through on an assigned task.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

4. Dependability.

5. Work habits.

6. Attitudes [illegible] company and employer.

7. The ability to write and speak effectively.

8. The ability to follow instructions.

9. The ability to read and apply printed matter on the job.

10. Ambition/motivation/desire to get ahead.

G. Leading Causes for Termination Of Employees (Rank Order)

1. Absenteeism.

2. Lack of interest in the job.

3. Continuously makes costly mistakes.

4. Does not follow instructions.

5. Shows an unwillingness to learn.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
Group Exercise 1 1/2 hours.	Group Exercise **Trainer Note:** This section focuses on actually placing the priority population students. Introducing this section, discuss with the trainees the importance of being as explicit as is possible with both student and employer. The lecturette which preceded this exercise suggests that a large portion of the reason for unsuccessful job placement of priority population students is lack of information. To remedy this, many schools have developed student job placement handbooks and supervisor's handbooks.
Newsprint 20 minutes	1. Quickly discuss with the entire group the items which a student handbook ought to cover. List these on newsprint. 2. Quickly discuss the items which a supervisor's handbook ought to include. Preserve on newsprint.
1 hour Past out "Outline - Participant Handbook"	**Trainer Note:** Assign several small groups the task of more fully outlining and organizing one portion of each handbook. Give them one hour to complete an outline of an entire handbook and to put this outline in a form so that it can be shared with the other group. Encourage them to provide as much detail as is possible. 3. Allow five minutes for each group to "report" back their findings.
Handouts III-3 through III-10	4. Handouts III-3 through III-10 are items which you may wish to share with them after this exercise is completed.

Draft Outline--Supervisor's Handbook

1. Cover Page
    A. What is this?
    B. Who published it?
    C. When Published?
3. Introduction
    A. Who are you?
    B. What are you doing?
    C. Why?
    D. Who are your students?
    E. What is in this book?
    F. If the reader has questions, what then?
4. Role of the Supervisor of Vocational Education Graduate
    A. Role models
    B. Introduction to work world
    C. Advisor, leader
    D. Protector
5. Initial On-The-Job Guidance for the Student
    A. Clear job description
    B. Expectations made plain
        1. Attendance
        2. Appearance
        3. Breaks
        4. Pay
        5. Absence

6. Introducing Participants to Your Job Site

   A. Remembering how anxiety provoking any new experience is can be helpful to participants.

   B. Tell them the rules--clearly stating to participants what you expect of them in terms of work habits as well as job performance can facilitate better relations and less misunderstanding later on.

   C. Explain the need for safe working habits, discuss the safety rules of your job site.

   D. Introduce participants to workers and (show) the physical set up of the job site to participants.

7. Worksite Expectations

   A. Punctuality and a consistent attendance record are expected at the worksite.

      - Early dismissals must be authorized by the worksite supervisor.

      - It is expected that (except for emergency situations) medical and personal appointments be made so as not to interfere with the work schedule. Exceptions require supervisor approval.

      - Absences should only be for illness. A phone call to the worksite supervisor should be made each day the student will be out sick, before the start of the workday.

   B. It is expected that a positive attitude be maintained at the worksite. Cooperation with supervisors, co-workers and "the public" is expected.

   C. A neat and clean appearance, in keeping with the attire of other employees, is expected at all times.

   D. Work-related problems should be presented to the worksite supervisor for discussion.

8. Suggestions for Working with Young People

   A. Who do I ask for help?

   B. Praise works better than criticism in getting a job done.

   C. Patience--while sometimes difficult--pays off in the long run.

   D. All people want to do "important" work.

   E. Repetition, when necessary, is an important part of teaching.

   F. Young people sometimes are:

      - Fast growing and awkward.
      - Ill at ease because they are inexperienced.
      - Eager to be adults, but often without the understanding to behave as adults.
      - In need of general experience to make them more employable.
      - Bothered by quick changes in their moods and emotions that make learning difficult.
      - Impatient and unrealistic about life in general and may appear uninterested in the future--living from day to day.

9. When Teaching Something New:

   A. Explain the job (people remember about 20% of what they hear).

   B. Show the job (people remember about 30% of what they see and hear).

   C. Encourage questions.

   D. Lead a do-it-yourself session with participants (people remember 90% of what they learn by doing).

   E. Repeat the whole process, if necessary.

10. When Participant Begins Performing a Job on His/Her Own;

    A. Check work frequently and pleasantly.

    B. Taper off close supervision as participants gain skill.

    C. Be sure participants know where they can get help.

11. General Suggestions

12. Legal Responsibilities

13. When you are at your wits' end....

Trainer Note: To spark discussion, you may want to give these topics to the work groups and ask them to develop the substance for them.

Draft Outline--Participant Handbook

1. Cover Page

    A. What is this?

    B. Who published it?

    C. When Published?

3. Introduction

    A. Who are you?

    B. What are you doing?

    C. Why?

    D. Who are your students?

    E. What is in this book?

    F. If the reader has questions, what then?

4. Role of the Supervisor of Vocational Education Graduate

    A. Role models

    B. Introduction to work world

    C. Advisor, leader

    D. Protector

5. Before the Job Interview, Remember to:

    A. bring your Social Security card, work permits (or know your number), and information on employment, education and references or your resume whichever is appropriate.

    B. know exactly how to get there and what time you're expected. Try to arrive a few minutes early.

    C. dress appropriately; make sure your hair is neat, do not chew gum, do not smoke.

D. know what job you're applying for, and be prepared to say why you feel you can do it.

6. At the Interview:

A. Try to be poised and polite, but natural...be yourself!

B. Listen carefully to what interviewer is saying, then take your time and think out what you're going to say before answering.

C. Look at interviewer's eyes, not down or around the room

D. Try to express yourself clearly. Be brief and stick to the point.

E. Be honest!

F. On a job application and in an interview, answer questions about arrests or convictions honestly. Briefly explain to the interviewer, in your own way, what happened. Employers, even though officially they should not, do have ways of obtaining supposedly confidential arrest and conviction records, so any attempt to hide such information will probably be considered deceitful and may cause you to lose a job.

G. When interviewer is finished speaking, feel free to ask relevant questions.

H. At the end of the interview, thank the interviewer. If you are not offered the job on the spot, ask what steps you should take to follow-up.

7. When You Leave the Interview, You Should Know These Facts:

A. Name, address and telephone number of my worksite ________________

____

____

B. Name, address and telephone number of my supervisor ______________

____

____

C. Name, address and telephone number of my counselor_______________

____

____

D. Dates of employment: Start on____________________

End on______________________________

E. Hours of work: hours a week: _______

hours a day ________

F. Time records: I sign my time sheet at:

____
(place, time, day of week)

G. I am paid $______an hour for each hour worked.

H. If I lose my paycheck, I should notify____________________

____

I. I get my paycheck at______________________________

____
(address)

on__________________at__________________
(day of week) (hour)

J. My Social Security number is________________

DEVELOPED BY VERMONT'S COOPERATIVE VOCATIONAL EDUCATION TEACHERS

SAMPLE FORM

STUDENT EVALUATION OF THE EMPLOYER

This evaluation sheet is designed to benefit the employer. Input that we receive from participating students can be useful in helping to improve Cooperative Vocational Education. Your conscientious completion of this questionnaire will be very useful. Thank you.

Name______________________________________ Age________

Vocation Area____

Where did/have you worked on your Coop job?

Dates of employment From______________________________________

Type of work performed (describe norm functions)__________________

____

____

In your opinion, did you get along with your trainer well?__________

Did you have an opportunity to discuss our coop assignment with

your employer? (owner or manager)______________

Do you have recommendation(s) concerning how your employer and/or

immediate supervisor could be of greater assistance to you during

your coop assignment? If yes, how?______________________________

____

____

Do you have recommendation(s) concerning the working relationship

with coworkers and yourself?________ If yes, what? _______________

____

____

SAMPLE FORM

COOPERATIVE VOCATIONAL EDUCATION

TRAINING STATION EVALUATION BY STUDENT DATE______________

Trainee's name____

Training station____

Supervisor____

1. How long have you been employed by the above company?________ weeks

2. Is your job what you expected it to be? Yes____ No_____ Explain:

____

____

3. Present duties____

4. Were you given ample instruction when you started the job? Yes________ No_______

5. Were the employer's rules and regulations explained clearly? Yes______ No_______

6. Are you under daily supervison? Yes_______ No_______

7. Are you given helpful instruction when needed? Yes________ No________

8. Do you feel advancement available if working full-time? YES____ No______

9. Describe working conditions where you work:_____________________

____

____

10. Suggest improvements in working conditions for future cooperative vocational education trainees.______________________________

____

____

11. Give general comments concerning your training station not included in the above items.__________________________________

____

____

SAMPLE FORM

RATING SHEET

Student____________________ Date____________________ Class____________________

Instructor/Supervisor__________________________

Directions: Place a check ( ) on the line provided after each factor where you believe it best describes the degree of accomplishment.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
Progress Has he/she advanced in skill and knowledge this month?	Practically no advancement	Advanced in only a few phases of his/her training	Satisfactory advancement	Advanced rapidly	Exceptional advancement
Initiative Can he/she originate and carry through ideas?	Never goes ahead on his/her own	Seldom goes ahead on his/her own	Goes ahead on routine work	Frequently looks for additional work to do	Always finding jobs that need to be done
Reliability Can the student be depended upon in his/her work?	Can seldom be depended upon	Frequently fails to come through	Can be depended upon in most cases	Only occasionally fails to come through	Can be depended upon implicitly in all matters
Cooperation Does he/she work well with others?	Always wants his/her own way	Hard for others to work with	Usually congenial and easy to work with	Works well with others	Exceptional in all matters
Attitude What is his/her manner toward work?	Shows little enthusiasm	Rationalizes his/her shortcomings and mistakes	Normally enthusiastic about his/her work	Tries to improve his/her work in most cases	Always alert to finding ways to improve work
Attendance					

ADDITIONAL COMMENTS ON THE REVERSE SIDE PLEASE

Handout III-6

COOPERATIVE VOCATIONAL EDUCATION PROGRAM

EMPLOYER'S EVALUATION

Student____________________ Employer____________________________

Job Title____________________ Grading Period ______________________

Be sure each grading area is checked ☒ DO NOT USE YES OR NO
*E - Excellent, G - Good, F - Fair, P - Poor

	E	G	F	P
1. KNOWLEDGE OF WORK: Does the student understand all phases of his or her work and related matters?				
2. DEPENDABILITY: Attendance, punctuality, accepts responsibility, follows instructions				
3. MENTAL ALERTNESS: Interest in job, eager to learn, ability to learn and remembers work methods and procedures				
4. LEADERSHIP: Aggressive, imaginative, enthusiastic, good judgment				
5. INITIATIVE: Ability to develop constructive ideas, keep busy, consistent, works without supervision				
6. THOROUGHNESS: Accurate, completion of work, takes care of equipment, practices safety, handles supplies efficiently.				
7. PRODUCTION: Volume and quality of work.				
8. PERSONAL APPEARANCE: Neat, good hygiene.				
9. MANNERS: Courteous, considerate, appreciative, respectful, open-minded, honest, self-controlled.				
10. ABILITY TO GET ALONG WITH OTHERS: Friendly, cooperative, ability to accept criticism.				
11. Does the student have confidence in his or her abilities?				
12. Does the student ask questions about things not understood?				
13. Does the student favorably represent the school on this job?				
14. Indicate overall job performance.				

Co-op Teacher____

Rated By____

Place additional comments on the reverse side

SAMPLE FORM

Student Name_______________________________________

Employer____

0 - Unsatisfactory 1 - Below Average	2 - Average	3 - Good 4 - Excellent

On a scale of 0 to 4, please rate the above student in the following categories.

	0	1	2	3	4
Dependability					
Interest in Job					
Speed & Accuracy					
Relations with other Persons					
Rate of Progress					
Appearance					
Work Habits					
Other					

In this space please feel free to comment on items not covered above, including skills and knowledge which should be emphasized at the school.

Developed by Project REDY

Handout III-8

PARTICIPANT ____________________

WORKSITE EVALUATION # ________

SUPERVISOR ____________________

Please read the following statements carefully. Circle the appropriate number or circle N/A if the statement is not applicable.

	N/A	1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
MOTIVATION						
Participant accomplishes assigned work	N/A	1	2	3	4	5
Participant asks for extra work	N/A	1	2	3	4	5
Participant asks for more responsibility	N/A	1	2	3	4	5
Participant follows orders thoroughly	N/A	1	2	3	4	5
ATTITUDE						
Participant works well with co-workers	N/A	1	2	3	4	5
Participant works well with supervisor	N/A	1	2	3	4	5
Participant is open to criticism	N/A	1	2	3	4	5
Participant accepts work assignments willingly	N/A	1	2	3	4	5
Participant works well with worksite clients (i.e.; day care clients, etc.)	N/A	1	2	3	4	5
WORK RESPONSIBILITY						
Participant returns from breaks on time	N/A	1	2	3	4	5
Participant notifies employer of absences	N/A	1	2	3	4	5
Participant arrives at work on time	N/A	1	2	3	4	5
Participant continues working until appropriate time	N/A	1	2	3	4	5
Participant dresses appropriately for the worksite	N/A	1	2	3	4	5
WORKSITE						
Adequate work is available for participants	N/A	1	2	3	4	5
Participant and supervisor meet to discuss progress and/or problem areas # of times _____	N/A	1	2	3	4	5
Participant initiates work-related discussions with supervisor	N/A	1	2	3	4	5
Participant takes part in staff activities (i.e.; lunch, etc.)	N/A	1	2	3	4	5

Participant has opportunity to advance Yes _____ No _____

EVALUATION

WORKSITE

The thing I like most about my job is . . . .

The thing I most dislike about my job is . . . .

My boss would say that I am . . . .

My co-workers would say that I am . . . .

In my job I would like to change . . . .

CLASSROOM

The thing I like most about classes is . . . .

The thing I most dislike about classes is . . . .

I think I can get my GED in . . .1 month. . . .3 months. . . 6 months. . .longer

Things would be better with the teachers if . . . .

I think the work in class is . . . .

GROUP

My feelings about being in large group are . . . .

My feelings about being in small groups are . . . .

The thing that impressed me most from large group has been . . . .

The thing I most dislike in group (large or small) has been . . . .

COUNSELING

My relationship with my counselor is . . . .

The biggest problem I have in my relationshp with my counselor is . . . . .

One of the things I have gotten from counseling sessions is . . . .

Y.E.P. PROGRAM

This program has helped me . . . .

This program has not helped me. . . . .

In the next 3 months I would like . . . .

Handout III-10

COOPERATIVE VOCATIONAL EDUCATION
STUDENT EVALUATION REPORT
(To be completed by employer)*

Trainee ______________________________

(Signed) Employer ______________________________

Date ______________

PLEASE CHECK APPROPRIATE BLANKS.

I. APPEARANCE
- ___Appearance is an asset
- ___Usually neat in appearance
- ___Appearance needs improvement
- ___Appearance is detriment

II. PUNCTUALITY
- ___Always on time
- ___Usually on time
- ___Occasionally late
- ___Frequently late

III. ATTENDANCE
- ___Usually regular in attendance
- ___Seldom absent
- ___Occasionally absent
- ___Frequently absent

IV. DEPENDABILITY
- ___Reliable in following instructions
- ___Usually follows instructions
- ___Sometimes careless in following instructions
- ___Cannot be relied upon to follow instructions

V. INTEREST IN WORK
- ___Usually enthusiastic about work
- ___Shows interest in work most of time
- ___Interested in certain phases of work
- ___Lacks interest in work

VI. JUDGEMENT
- ___Wise in actions in making decisions
- ___Usually shows sound judgement
- ___Sometimes shows lack of judgement
- ___Poor judgement reflection in company

VII. PRODUCTION
- ___Exceeds average production
- ___Shows initiative in getting work done
- ___Should produce more; is average
- ___Low production; makes liability

VIII. CUSTOMER RELATIONS
- ___Is remembered by customers
- ___Customer reaction is pleasant
- ___Customer relations need improvement
- ___Customers reaction is indifferent

IX. INITIATIVE
- ___Recognizes work to be done and does it without directions
- ___Sometimes goes ahead to work not assigned
- ___Seldom seeks work beyond regular routine duties
- ___Shows lack of vision in regard to work

X. COOPERATION
- ___Works unusually well with others
- ___Cooperates well, shows willingness
- ___Helps when asked
- ___Pulls against others
- ___Solicits and receives constructive cooperation of others
- ___Tends to lead others in right direction
- ___Occasionally uncooperative
- ___Makes no effort to work with others

XI. SPECIAL COMMENTS

____

____

____

____

____

RATING OF STUDENT
- ___Excellent
- ___Above Average
- ___Average
- ___Below Average
- ___Very Poor

This report is due at the end of each nine weeks, four times per scholastic year.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

Post Placement Follow-Up

Trainer Note: Most placement counselors are aware of the importance of some type of contact with the employer and/or student after the job placement is made. Depending on the audience, you may want to discuss this topic in depth.

Lecturette
30 minutes

Post Placement Follow-Up

1. What is follow-up?
   A. With employers?
   B. With students?
2. Why follow-up?

   Both in CETA programs and in Voc Ed programs, it is important to check on placements at several intervals after clients start to work. These follow-up interviews can serve several purposes:

   - to make certain that employer and employee are satisfied,
   - to provide an oppportunity for the placement agency to resolve problems which may be occurring on the job,
   - to demonstrate to employers that the placement agency is concerned with the long-term success and satisfaction of all parties, and
   - to provide feedback to the training agency regarding the adequacy of their job preparation programs.

TIME, MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

3. Methods--strengths and weaknesses of follow-up

   This follow-up can take many forms. In some cases, resources may permit only a telephone call or two to the worksite. In other instances a site visit or two may be possible in conjunction with the completion of one or more standarized interview questionaires. In our opinion, some form of follow-up is an essential component of any successful placement effort.

   A. Phone

   B. Mail

   C. On-site visits

4. Sample follow-up forms

   A. Employer on the student

   B. Student on the job.

APPENDIX - KNOW YOUR PRIORITY STUDENTS

APPENDIX

KNOW YOUR PRIORITY STUDENTS

A. Minorities in Vocational Education

B. Handicapped Students

C. Limited-English-Proficient Students

MINORITIES IN VOCATIONAL EDUCATION

Students from different cultural backgrounds, including many blacks, Hispanics, Native Americans and Asian Americans, have unique problems in relation to the cultural majority. These problems might be psychological or attitudinal, and may involve alienation or a sense of isolation. Other problems might be educational or related to an inability to speak or understand the dialect of the majority. The unique situation of students from different cultures is clarified by Groomes (1975) when he comments that minorities have different developmental needs as a result of their experiences, but have individual needs as well.

These individuals may also share some general characteristics and experiences:

1. They may be experientially disadvantaged.
2. They may be environmentally disadvantaged--economically, socially and/or educationally handicapped.
3. They may be discriminated against and alienated.
4. They may be from different cultural backgrounds.
5. They may lack basic academic skills and appropriate work competencies.
6. They may exhibit a learning performance pattern consisting of a short attention span requiring a variety of activity and involvement.
7. They may experience a minimum amount of individual attention at home, school or elsewhere.
8. They may be viewed as failures.
9. They may have a greater capacity to learn than they have exhibited.
10. They may be responsive to attempts to help them.

It is important to understand the attitudes of these students toward education in considering their guidance needs. According to the U.S. Office of Economic Opportunity (1970), many minority students view their educational experience in the following ways:

1. The school day is long and tedious.
2. The education they are receiving seems to lack relevance to their future life and needs.
3. The school system often fails to recognize and respect their culturally different backgrounds.

4. Some teachers lack an understanding of their special needs and problems.

5. Little or no special instruction and attention is provided to help them fit into the regular school programs.

6. Too much time is spent on discipline; staff members are occasionally involved in physical conflict with the students.

7. Too little time is given the type of counseling, encouragement, or other support they need to enter the world of work, which means that they leave school unprepared for a job. When these students encounter discrimination or are unsuccessful in finding jobs because of their age, race, or poor educational background, they do not believe that returning to school will improve their situation.

Students from different cultural backgrounds may have an additional characteristic which impairs their academic performance and retards their integration into the mainstream of life in this country. Many times these students speak and understand a dialect other than standard English. Differences in dialect can create difficulties in reading, comprehension, vocabulary, pronunciation, and spelling. Language differences in the classroom can threaten effective teaching and learning.

Educators have expressed many points of view on the teaching of standard English in the classroom. The posture taken on the importance of standard English has serious consequences for students from different cultural backgrounds. Critics of the use of standard English question the need to help students enter a society in which standard English is natural, especially when the values of the society are uncertain (Fasold and Wolfram, 1970). Others take the position that all students should know when and how to use standard English, but should also be allowed to retain their original dialect.

There is also a growing recognition that present teaching methods and materials may be inadequate to deal with the problems of nonstandard English. It is important for counselors and teachers alike to recognize the influence of nonstandard dialects spoken by minority students. Differences in dialect and cultural experiences can affect students' performance on tests and determine their academic placement.[1] Tests often contain cultural questions. Although culturally referenced tests have been developed, a culture-free test does not exist.

Priority population students are likely to have personal, social and academic difficulties which result in low success rates in schooling and employment. Teachers and counselors alike must be sensitive to the individual and group needs of these special students. Certain characteristics common to all three groups deserve the counselor's attention. The handicapped and the disadvantaged often have a poor sense of self-worth, experience alienation from the majority, lack exposure to adequate role models, and lack proper academic and job skills.

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[1] Lennon, Thelma C. Guidance Needs of Special Populations. National Center for Research in Vocational Education, Ohio State University, 1979. (ERIC/NCRVE: I.S. No. 145).

Perhaps the most serious disadvantage is the lack of basic academic skills, particularly communication skills. Many times, poor academic skills on the part of disadvantaged students are a result of difficulties in reading and understanding standard English. Difficulty with standard English becomes a major factor in students' ability to perform well on oral and written tests. Poor test results, in turn, may mean that students of normal intelligence are improperly labeled as slow learners and a pattern of academic failure is established.

Black Students

Research has shown that vocational schools are not enrolling enough minority students; and according to a new survey by the Education Department, regular high schools often place minority and handicapped students in stereotyped vocational programs.[2] A survey by the Education Department's Office for Civil Rights further maintains that Blacks comprise 18.4% of high school vocational enrollments, 11.3% of postsecondary vocational enrollments, and 10.3% of area vocational training center enrollments.

The report shows that minorities aren't making much headway in apprentice training programs, and handicapped students are concentrated in a few occupational programs such as auto repair, food management and home economics.

The Office of Civil Rights survey shows 13,290 black males and 530 black females enrolled in auto mechanics. Compared to these figures there were 7,494 Hispanic males and 284 Hispanic females. In terms of apprentice training programs, white males made up 20,769 of the total 30,224 students enrolled.

The OCR survey further reveals that the largest percentage of black enrollment is in consumer and homemaking and occupational home economics followed by office occupations. Blacks fared poorest in the agricultural and technical areas.

The NAACP's Legal Defense Fund referred to the OCR survey as added evidence that blacks are "over represented in the lowest quality programs and courses that equip them with no labor market skills or which train for low-wage, low-demand, dead-end jobs." The group also pointed out that blacks are under-represented in courses training youth in agricultural production, medical technology, welding, electronics, and administrative skills.[3]

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[2] Voc Ed Programs Are Stereotyping Minorities, OCR Survey Finds", Phi Delta Kappan, December, 1980.

[3] Ibid., p. 292.

One of the ways vocational education has dealt with the dumping ground syndrome often associated with vocational schools is to build more modern, well-equipped facilities in mostly white suburban areas out of the reach of urban youth, through attendance zoning, lack of transportation, or admissions requirements that are often discriminatory.[4] Studies have revealed that numbers of these institutions were built using federal funds targeted for low-income areas.[5] This fact poses further problems in black student access to quality vocational education.

Hispanic Students

The educational progress for Hispanic youth has been generally limited. In most instances, Hispanics are lacking in educational attainment. Over the years Hispanic youth have made some gains in education. Some that have been able to avail themselves of educational opportunities in higher education often experience discrimination in the labor market. Despite the fact that their education levels are well above their parents', Hispanic youth continue to have lower levels of educational attainment than their black and white counterparts. The median years of school completed for Hispanic youth was 10.9 years in 1978. For Mexican-Americans the median years of educational attainment was 11.0 years; this compares to 10.8 years for Puerto Rican youth in 1978.[6]

In his "Youth Employment Policies: An Hispanic Perspective," Richard Santos points out that the employment situation of Hispanics is influenced not only by market forces but by cultural, psychological, and social factors. Hispanic youth have their own ethnic culture, distinct from other youth. Depending on the situation, the labor market impact can either be positive or negative. For example, the need for immediate satisfaction may negate participation in long term training programs which have a high rate of return. A negative attitude toward work may cause loose attachments to the work force. Likewise, participation in such illegal activities as drug dealing will reduce labor force participation. By the same token, the dismal economic prospects in the youth labor market may cause negative attitudes and cultural views toward work.

Santos further goes on to note that in examining the labor market policies to effectively increase employment prospects for Hispanic youth, certain major elements were identified as crucial to an overall employment strategy. For example, it is important to recognize the diversity of the Hispanic youth group. Labor force participation rates and unemployment severity vary among the groups. The Santos article suggested that special attention be paid to the Hispanic minority females, especially Puerto Ricans and that the diversity of the group requires a variety of employment approaches.

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[4] Janet Wells, "Outside Looking In," Vocational Education, December 1978.

[5] Ibid., p. 46

[6] "Hispanic Youth and Public Policy: Data Problems, Issues and Problems," Vice President's Task Force on Youth Employment, Vol. 2, Gilbert Cardenas, Pan American University.

Other research indicates that the employment strategy should be designed to accomodate the needs of Hispanic youth, whether it is skill acquisition, income support, work experience, or combinations of the above.

In 1972, the National Center for Education Statistics began its National Longitudinal Study (NLS). Base year data were collected at that time from a representative sample of high school seniors. Respondents were classified as white, black, or Latin American on the basis of self-identification. The degree of overlap between the Latin American (Hispanic) ethnic category and the racial categories was not known. As was true when considering ethnic differences in participation in vocational education, it should be kept in mind that Hispanics had a much higher attrition rate than whites (entries 2.29-2.35). Therefore, data from NLS reflected information based only on that group of Hispanic students that remained in high school to become seniors. Some conclusions gathered from the data were that:

- Hispanic high school seniors were somewhat older than their white classmates. This is reflective of the higher rate of delayed education for Hispanic students. Only 20 percent of the white seniors but 49 percent of the Hispanic seniors in spring 1972 were over 18 years old (entry 2.13).

- Although Hispanic and white seniors reported spending almost equal amounts of time on their homework (entry 2.14). Hispanic students tended to get lower grades (entry 2.15). Only 35 percent of Hispanics reported grades of "mostly B" or better, compared with 52 percent of the whites. Given the high verbal content of most high school courses, it is possible that the grade differential is due to differences in English language competency.

- Hispanic students, more often than whites, reported being distracted from their studies by worries over money, family obligations, lack of a good place to study at home, and the feeling that their parents were not interested in their education (entry 2.16).

- Almost equal percentages of white and Hispanic students made their choice of a high school program on their own. Among those students who were influenced by others, Hispanic students were more likely to seek advice from multiple sources.

- Although many Hispanic students felt that their parents' lack of interest in their education adversely affected their study habits, almost twice as many Hispanic as white students reported that they were influenced by their parents in their choice of a high school program. Hispanic students more than white students were also influenced by their friends, guidance counselors, teachers, principals, clergy, and other adults (both relatives and non-relatives) (entry 2.17). It is of interest to note that relatively more Hispanics than whites reported that they had no choice of a high school program.

- When asked how important various factors were in their lives (entry 2.18), two factors were judged very important by over 80 percent of both Hispanics and whites. These were: being successful in their line of work, and finding the right person to marry and having a happy family life. Hispanic students more often than whites also placed greater importance on: providing their children with better opportunities than they had, working to correct social inequalities, being a leader in the community, and living close to their parents. White students more often than Hispanics placed importance on having strong friendships.

- Generally fewer Hispanic than white seniors participated in extracurricular activities (entry 2.19).

- When asked if they had ever heard of certain Federal programs designed to assist the educationally disadvantaged, such as Neighborhood Youth Corps, Talent Search, and Upward Bound, large percentages of both Hispanics and whites were unaware of these programs (entry 2.20). Awareness was slightly higher, however among white students. (For information on Hispanic participation in some of these programs, see entry 3.42).

Withdrawing from high school prior to graduation can have lifelong effects on one's social and economic well being. It is an act that can seriously limit one's employment opportunities and earning potential.

The NLS studies further note that Hispanics aged 14 to 19 were twice as likely not to have completed high school as whites in the same age bracket (entry 2.29). Examination of the 1978 data (entry 2.30) show that the disparity between whites and Hispanics become more pronounced with increasing age. The percent of noncompleters increases steadily with age, jumping sharply between ages 16 (the last year of compulsory education) and 18. The figures for whites tend to level off while those for Hispanics continue to rise gradually. Nearly 40 percent of the Hispanic population between the ages of 18 and 24 left high school without receiving a diploma compared with about 14 percent of the white population.

Puerto Ricans and Mexican Americans had noncompletion rates that were considerably higher than those of the other Hispanic subgroups (entry 2.31). When place of birth was taken into account (entry 2.32), approximately half of the Puerto Rican and Mexican American population aged 14 to 30 who were not born on the U.S. mainland did not complete high school. Of those born on the U.S. mainland, less than 20 percent did not complete high school.

Language background appears to be related to one's dropping out of high school (entry 2.33). Hispanics age 14 to 30 with a non-English language background dropped out of school 2-1/2 times more than whites with a mono-English background. On the other hand, Hispanics who were brought up in homes where only English was spoken had participation rates in school similar to whites with a mono-English background. Again, this cannot be interpreted to mean that background in a language other than English causes high noncompletion rates; rather a non-English background may be related to degree of assimilation, facility in English, or to socioeconomic conditions which may impact on the likelihood of completing school.

The study shows that there is a relationship between the financial status of one's family and the likelihood that one will complete high school (entry 2.34). As the financial resources of the family increase, the percent of people completing school increases. This was true for both white and Hispanic families, although at all levels, Hispanics were two to three times more likely than whites not to have graduated from school.

Women/Men in Nontraditional Programs

Women in vocational education have often found themselves confronted with what is considered their "realistic and proper" place in society, despite the fact that discrimination on the basis of sex has been illegal in vocational education for some time. Women students are generally under-represented in most vocational education programs and over-represented in those traditionally female-oriented programs. This is generally true in Massachusetts as well as the country as a whole.[7]

Efforts to meet the needs of women and men in nontraditional programs have focused predominately on women in order to increase the number of women pursuing nontraditional occupations and expand their representation in a broad range of training programs. Yet, educational personnel report that negative attitudes about nontraditional choices and expansion of male/female roles are still prevalent in state agencies, school districts and communities.[8] Where women have entered nontraditional programs, they often find that they are the only woman in the class or, at best, one of very few women. Programs to prepare women for this situation and provide support for those who are participating in nontraditional programs have been developed to assist them in preparing for and dealing with the harrassment they may face in class and the lack of support or ridicule they may face from peers and family. An additional factor relates to doubts women may have about their ability to succeed in a nontraditional environment; the absence of female instructors and/or role models does little to allay these fears.

Employers often have to be convinced that women are qualified to do jobs that have been considered men's jobs as productively as men. Men who are pursuing occupations that have been traditionally female are also suspect from the employers' view.

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[7] You Can Do It: The Vocational Education Recruiter's Guide, A. L. Nellum and Associates, 1983.

[8] National Advisory Council on Vocational Education and National Advisory Council on Women's Educational Programs. Increasing Sex Equity, Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education. Washington, D.C., December 1980.

Employers are particularly concerned about the disruption that may occur when a woman enters an all-male work situation. Some employers still hold attitudes that there are jobs that women should not do or that women should not work and take a job away from a man who is supporting his family. To respond to these concerns, voc. ed. personnel have to help educate employers about the roles of women and men in the work force, their abilities to do the job, and the reasons why they work.

That vocational education be free of sex-role stereotyping is most important, first of all, because it is a curriculum whose intent is to prepare individuals for work. Largely because of this employment linkage, it is the only high school curriculum that receives direct Federal funding.[9]

Secondly, although the Federal share in vocational education funding is only about one dollar in ten, nearly half of the Federal money that goes into secondary education comes through vocational education. Thus, if there is any place in secondary education the Federal Government can be a force for positive change, it seems most likely to be in vocational education.

Third, to a greater degree than in any other education program the Federal Government has already addressed sex equity in vocational education through congressional legislation. Sex equity is one of the four main goals of the Vocational Education Act as amended in 1976, and the Act contains extensive provisions designed to enable State vocational programs to overcome sex discrimination and sex stereotyping.[10] This legislation appears to have the potential for helping women and men in vocational education virtually eliminating bias and stereotying in voc. ed. programs.

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[9] 90 Stat. 2178 says in part that each State receiving Federal vocational education funds must assure that such funds "will not be used for any program of vocational education (except personnel training programs...and homemaking programs) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation..."

[10] Title II regulations provide the following definitions. "Sex discrimination" means any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of sex. "Sex stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of sex.

HANDICAPPED STUDENTS

Capabilities and Characteristics of Handicapped Persons

Handicapped persons have all the diverse characteristics of non-handicapped persons. In short, they are individuals. Each is a unique being with combinations of strengths and limitations, interests and disinterests, and vocational knowledge and naivete. Frequently, the handicaps aren't visible, and instructors are more aware of individual differences than they are of the existence of handicaps!

It is characteristic of handicapped persons that they have a more limited experience base than non-handicapped students by the time they reach adolescence. Largely because they have been lacking in opportunities, they often have a greater need to develop pre-vocational skills or awareness than do their non-handicapped counterparts. (For example, handicapped students' shopping opportunities are often less than those of non-handicapped students, so their awareness of comparative pricing of goods in retail sales might be minimal.)

Who Are the Handicapped?

- Handicapped persons are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who by reason of their condition cannot succeed in regular vocational education programs without special educational assistance or who require a modified vocational program. (California State Plan for Vocational Education, 1972.)

One of the problems that continually seems to arise with the handicapped, and many times unnecessarily so, is their classification and labeling. Understandably, classifications and groupings have importance from the standpoint of administrative accounting and for organizing relevant instructional materials. The reason for this is a straighforward one; there are particular techniques that can be very successfully employed for some handicapped persons that are unnecessary or even wasteful for others with different handicaps.

Vocational educators have experienced difficulty in meeting the special needs of handicapped students partly because they feel that they lack adequate training to work with these students. The needs of handicapped students may vary greatly depending on the particular individual. Some needs of these students may include:

- Private counseling services which will have an impact on family and personal relationships as well as academic achievement, career choice and work adjustment;

- Instructional support services which help improve the student's achievement in academic and vocational classes and laboratories;

- Psychometric and situational assessments which are useful in planning academic and career goals; appropriate academic and career choices may help avoid unnecessary frustration;

- Medical and health related services which can improve the student's capacities, thereby increasing the efficacy of the other services; and

- Construction of environment features to permit access--ramps, railings, lavoratory facilities, etc.

Meeting the needs of handicapped students requires a coordinated effort that will result in support and assistance from a variety of agencies and personnel with expertise to design services to handicapped students that are individualized, appropriate, and comprehensive. The development of a system of service delivery may require one or all of the following:

1. Establishing a definite philosophy of education of the handicapped; this will serve as a guideline for making policies.

2. Surveying local resources to identify health, social and vocational rehabilitation agencies; physicians, psychologists, counselors, and nurses are individuals who also need to be identified as resources.

3. Determining the availability of special transportation and special equipment is also important; resources for modifying the physical plant need to be located.

4. Determining the availability of special instructional materials; this includes teacher aides, equipment, and curiculum syllabi;

5. Determining the availability of highly-trained personnel who are experienced in the care and education of the handicapped.

In the job placement of handicapped students, the vocational educator plays a key role in breaking down employers' fears and attitudinal barriers. Vocational educators must understand the strategies that reduce employers' fears; know how to explain student skills in relationship to the particular task required in a job (using terms the employer will understand); discuss the aspects of the job which the special-needs student can perform in order to get the job done; explain the use of special equipment or the redesign of the task as it was modified in the classroom; ways to restructure the job; and how to explain that insurance rates are not determined by the type of employee hired. The vocational educator's role should be one of assisting an employer in hiring a special-needs person based on his or her abilities, not disabilities.[11]

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[11] Puzzled About Educating Special Needs Students? Wisconsin Vocational Studies Center.

Vast numbers of handicapped adults have passed through their formative years without the kinds of educational and vocational experience that would prepare them for a useful place in society. Many of them have been denied entry into training opportunities because their potential was underestimated; still others, because an instructor or counselor was doubtful that they could be successfully placed to gain work experience. Fortunately, the situation is changing, and changing rapidly.

A number of systematic efforts are being carried out to correct this inequity, including a variety of federal and state programs which place increased emphasis on the education of the handicapped and on the provision of appropriate resources and support services at the school level.

Probably the most important influence on the handicapped student's performance will be the people you involve as you work with him or her. It will be necessary for you to cooperate with most of the people below in order to work effectively with handicapped students:

- The special educator - the person whom the handicapped student most closely relies on in most schools. Professionally trained and ready to cooperate, he/she will help you to avoid mistakes rather than make them.

- The classroom aide - a person you may not have as yet. If special assistance during class hours or tutorial help out of class is necessary (not for your sake but for the student's), you may find this person invaluable, a good extension of yourself.

- Occupational therapists - have been very helpful in specifying the kinds of performance handicapped persons can do. They can help in the matching of physical potential to appropriate vocational goals.

- Rehabilitation counselors - providing a valuable link to resources, specialized training and post-school vocational follow-up leading to employability. Cooperation between school and rehabilitation personnel frequently pays real dividends.

- Parents - the unsung heroes. They have lived with the handicapped child long enough to learn a few things that you might like to know. Remember, too, you need their support at home while you interact with their child at school.

- Employers - a key to on-the-job success in work study and work experience programs. The flexibility and positive support of the employer is one of the biggest boosts a handicapped student can get.

- Vocational committees - most vocational education programs have one. It may include a subcommittee for the handicapped or have handicapped persons on the committee itself. Remember, committees are most helpful when the members can attract the broad based community support that you and the handicapped student need.

- Volunteers from the community - many persons would work with the handicapped student when given the chance. Contacting appropriate local volunteer groups can lead to surprising amounts of help.

- Medical personnel - they are as much interested in preventing medical problems as curing them. If you feel that there are tasks which might be risky for your handicapped students, check them out. Get to know your student's physical limitations.[12]

Legislation at the Federal Level

Recent federal legislation recognizes the need to prepare students for later life and a meaningful occupation and thus ensure that handicapped persons who can be productive members of society and who will work at some future time with non-handicapped persons should be afforded an opportunity to be a part of regular vocational programs whenever possible. Likewise, non-handicapped graduates of vocational programs are more likely to accept co-workers who are handicapped if they have learned during their schooling that these persons can get jobs done and in no way present a deterrent to their own performance.

The Vocational Education Act of 1963 together with the Vocational Education Amendments Act of 1968 (Public Law 90-576) assure that any school district offering vocational education will do so on an equitable basis, even though students may have a disadvantaged background or be mentally or physically handicapped. Part B in the legislation makes provision for the modification of services and special supportive assistance that are often desirable when handicapped students are involved. These "earmarked" funds can be used in a number of ways, depending on local needs and priorities.

It is important to realize that many of the services covered are not needed continuously. Interpreter services, for example, may be very important for a few weeks, then diminish in necessity. Also, many of the expenses for handicapped students, such as ramps and rails, are one-time-only requirements. The following table shows some of these services.

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[12] Adapted from: Mainstreaming The Handicapped in Vocational Education, American Institute for Research.

TYPES OF PROGRAMS AND SERVICES COVERED BY FEDERAL LEGISLATION

1. Surveys by contract or by staff members to identify
   - a. Handicapped population
   - b. Methods, materials, equipment and techniques utilized in providing vocational education programs, services, and activities for handicapped persons
   - c. Occupational opportunities available to the handicapped
   - d. Other agencies, organizations and individuals who are concerned with and knowledgeable about education of handicapped persons
   - e. Extent of vocational preparation being provided by other agencies and organizations
   - f. Areas in which programs are needed (geographic, population groups, manpower needs, etc.).

2. Recruitment and promotional activities designed to reach handicapped persons, potential employers and potential teachers, and to develop community participation and support

3. Scheduling modifications which require
   - a. Additional faculty time
   - b. Extended school day, week, or year which requires additional faculty time and other related expenses
   - c. Individual instruction

4. Formation and servicing of advisory committee for the handicapped

5. Formation of and participation in activities of coordinating committees to include travel expenses, additional time of assigned faculty member, and additional clerical expenses

6. Modifications of regular program
   - a. Special equipment and facilities modification necessary for handicapped persons if they are to succeed in a regular vocational program--includes purchase, repair, and maintenance
     - (1) Special materials or signal systems
     - (2) Ramps, handrails, and modified work stations
     - (3) Simplified equipment and alternative controls for equipment
   - b. Curriculum modifications for individual students which may involve additional expenditures
     - (1) Additional time allotment needed for skill development
     - (2) Special workbooks and/or textbooks
     - (3) Task analysis
   - c. Educational services which are supplementary to regular programs and are specifically needed by reason of the handicapping condition
     - (1) Psychological services; testing, evaluation, consultation services which are additional to those provided to non-handicapped students
     - (2) Reader services for the visually handicapped
     - (3) Guide services to lead handicapped students to classes, restroom, bus, etc.
     - (4) Interpreter services for the deaf
     - (5) Tutorial services
     - (6) Teacher training activities
     - (7) Vocational orientation for handicapped persons
     - (8) Remedial education
     - (9) Educational specialists, speech therapists, teachers of the deaf, teachers of the blind, etc.
     - (10) Consultation services which may require extra time in meeting with parents
     - (11) Job placement coordinators, job finding, placement, and employment follow-up services
     - (12) Program and curriculum development
     - (13) Guidance and counseling services which are in addition to that provided to non-handicapped students
     - (14) Transportation services which are in addition to those provided to the non-handicapped
     - (15) Rental of classroom and office space
     - (16) Minor remodeling and alterations of previously completed building space
     - (17) Contract with a private agency to provide program services and activities which the local educational agency cannot provide

Adapted from: Mainstreaming The Handicapped in Vocational Education, American Institute for Research.

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There is other federal legislation which has important ramifications as well. The Education of the Handicapped Amendments of 1974 (Public Law 93-380, Part B) makes clear that

> "to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Public Law 93-380 further stipulates that grants and contracts are authorized for developing and operating a

> "specially designed or modified program of vocational, technical, post-secondary or adult education for deaf or other handicapped persons."

Priorities are to be given to (a) programs serving multi-state regions or population centers, (b) adaptation of existing programs, and (c) programs serving areas where a need is clearly demonstrated.

The Education for All Handicapped Children Act of 1975 (Public Law 94-142) is recent legislation having broad significance for educational services at state and local levels. This legislation adds further emphasis to the concept of "mainstreaming" the handicapped and specifies that the least restrictive educational environment should be provided, consistent with the handicapping condition and the potential of the individual. Certainly for a large proportion of handicapped students, participation in regular classes for a portion of the day is both practical and appropriate. Public Law 94-142 provides special funds for the elimination of architectural barriers in educational facilities where these interfere with the handicapped person's receiving full services.

The Rehabilitation Act of 1973, together with the Rehabilitation Act Amendments of 1974, is another important piece of federal legislation that is designed to help handicapped persons vocationally. The federal program of vocational rehabilitation services is carried out in the form of grants-in-aid to state and local governments. At the community level, once the potential for vocational placement is established for an individual, handicapped clients can receive help in numerous ways through their rehabilitation counselor. For example, they can receive specialized equipment, transportation, books and materials, special and tutorial services, help in communication or interpretation, and such assistance as is necessary to develop (a) living skills, (b) occupational readiness, and (c) job placement.

LIMITED-ENGLISH-PROFICIENT STUDENTS

LEP Characteristics--What Services Do They Need

Limited-English Proficient persons face a number of problems in gaining access to and succeeding in educational programs and in jobs. They are not, however, homogeneous in their makeup, but display a variety of characteristics. Their English proficiency ranges from zero to advanced (but still substandard). Education levels vary from completely unschooled and needful of rudimentary learning tools to highly educated. While some LEP persons are highly literate in their native languages, others may be totally illiterate, or speak a non-written language. Some speak and write a language whose alphabet has Latin characters, or that has other linguistic characteristics similar to those of English, and therefore face an easier transition to English proficiency. Others speak and write languages whose characters are non-Latin, or whose phonology markedly differs from the English phonic sounds, and thus may take relatively longer to make the transition to English proficiency.

Some LEP persons have professional or technical occupational skills but need recertification or English language skills to make their skills saleable in the U.S. job market. Many have skills that won't transfer into the U.S. job market or have no saleable job skills at all. While some are employed, most are underemployed or not employed at all. They are of different ages and are from varying socio-economic backgrounds and have different legal resident status.

LEP populations have a diverse array of cultural backgrounds. Some were born and have lived for a long time in the United States, though many of these people live in the isolation of an urban barrio or a migrant camp, still immersed in a non-mainstream subculture. Others arrived in the U.S. recently, either by their own choice as migrants or immigrants, or by necessity of escape, as refugees. Of the recent immigrants, some are from urban industrialized environments and others are from traditional rural settings totally unlike modernized U.S. society. The cultural diversity among LEP persons presents a broad array of language groups to be dealt with, as well as a myriad of different values regarding time, world view, interpersonal relations, learning style, and attitudes toward education, family, age, occupations, and physical work.

LEP persons face difficulty in seeking, keeping and advancing in jobs. They face language, cultural, and educational barriers at a time when the English-speaking job market requires increasing educational achievement. They often have no transportation, no money for day care, and depend upon secondary job market underemployment or welfare for subsistence. While cultural shock is pervasive for newcomers, longtime LEP residents feel a sense of discrimination and denigration. Both lead to a sense of low self-esteem and lack of self-confidence.[13]

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[13] Jack Reynolds, Kamer Davis and Marta Kelsey, The PLESA Experience: Training and Employment Services for Persons of Limited English-Speaking Ability, Washington, D.C.: University Research Corporation, 1978.

LEP persons' objectives and motives for attending education and training classes differ according to the person's characteristics and background. Necessary employment-related services include vocational skill instruction, English-language instruction, job-search-and-readiness counseling, counseling on work habits and attitudes, job placement, basic skills instruction, career counseling, cultural orientation, and survival skills. They often need additional support services to ensure success in employment training and in subsequent employment, transportation, day care, personal counseling, health and mental health aid, legal aid, driver's-license training, financial support, and other services.

Unfortunately, traditional vocational education and employment training programs often are environments that are unfamiliar to LEP students, dominated by a language and culture insensitive or even hostile to linguistically and culturally different persons. While these systems are the keys to acquiring skills for jobs and self-sufficiency, they are taught in English, with prerequisite English proficiency levels. LEP persons often don't comprehend school activities and have difficulty with educational tasks. Dropout rates for LEP persons are high. Thus, LEP persons frequently find it difficult to enter or to succeed in vocational education. They find themselves unable to gain the job skills necessary to break their circle of disadvantagement.

NEED SUBGROUPS WITHIN THE LEP POPULATION

The diversity of need subgroups within the limited-English proficient population defies simple classification. LEP individuals fall at varied points on the following scales:

1. English-language proficiency:
   zero..................................advanced, still substandard

2. Basic educational background:
   nonliterate
   in primary language,
   no formal learning skills..........................highly educated

3. Occupational skills:
   no skills..highly skilled

4. Cultural background:
   non-Western..Western
   pre-industrial..industrial

5. Time in U.S.:
   recently arrived.......................U.S.-born, longtime citizen
   or resident

6. Age:
   youth..adult

7. Language group:
   non-Western, Western linguistic patterns
   linguistically unlike English...................similar to English

This is not comprehensive. Other factors such as legal resident status, socioeconomic class, place of residence, and occupational status also will affect training and education for LEP persons.

Adapted from: *Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California*, California Advisory Council on Vocational Education, 1981.

TYPICAL LEP STUDENTS IN AN ADULT CLASSROOM

These students are all in the same adult classroom. The level and kind of instruction they need are widely divergent.

* * * * * * *

Marta is 28 years old. She is a Cuban refugee who arrived in this country four months ago. In Cuba she lived in a large city and worked as an elementary school teacher. She speaks English at an intermediate LEP level.

Enrique is 44. He has worked as a migrant farm laborer for several years since he came here from Mexico City. He has a 6th-grade education and reads and writes Spanish at an elementary level. He has an English proficiency of high-beginning.

Monolo is 18. He arrived here last month to join his brother's family from a small mountain village in Northern Mexico. He has no formal education and can't read and write in his own language, an Indian dialect, or in Spanish, his second language. He worked in subsistence agriculture in Mexico. His English proficiency is zero.

Sara is 19. She was born in an urban neighborhood in California. She dropped out of school in the 8th grade because she couldn't understand class work well enough to keep pace. She has worked as a baby sitter. Her English proficiency is high intermediate to advanced LEP.

Tien is 21, from the Capital city of Vietnam. He worked as a lab technician before leaving Vietnam. He has finished one year of post high school technical instruction. His English proficiency is beginning.

Chuob is 32. She is from Cambodia. She has never attended school and speaks only her native tribal language. She was a fisherman's wife in Cambodia. Her English proficiency is zero.

Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, California Advosory Council on Vocational Education, 1981.

Legal Mandates

Legislation and court action in recent years have addressed the inaccessibility of programs to LEP persons. The Civil Rights Act of 1964, Title VI, prohibits discrimination on the basis of ethnicity and cultural background. The former U.S. Department of Health, Education and Welfare established administrative regulations prohibiting discrimination in any educational program receiving federal funds. The Equal Education Opportunity Act of 1974 extended these regulations to all students in public school, whether or not federal funds were involved.

Lau vs. Nichols, a suit against the San Francisco Board of Education in 1974, found that a school which doesn't provide special English language instruction to students who don't speak English denies meaningful opportunity to participate in the public educational system:

> Imposition of a requirement that before a child can effectively participate in the educational program, he must already have acquired those basic English skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful...
> Lau v. Nichols, 414 U.S. 563 (1974).

Federal CETA Legislation in 1973 and Federal Vocation Education Legislation in 1976 addressed the issue of equal access to vocational education for persons with limited-English proficiency. The Comprehensive Employment Training Act of 1973 listed persons of Limited-English Speaking Ability (PLESA) as a target population. The Act required Prime Sponsors to provide PLESAs with job-skills, training, counseling and placement in their primary language, to increase participants' English-Speaking ability and to develop job opportunities for LEP participants.

The Vocational Education Amendments of 1976, Title I, Part B, Subpart 3 (formerly Title I, Part J) established bilingual vocational education as a national priority and allotted funds for program development. These programs are to provide bilingual vocational training to persons of limited-English ability who are unemployed or underemployed and who are unable to benefit from English vocational training. The vocational Education Act also required Five Year State Plans for vocational education to include provisions for programs, research and development, and demonstration projects intended to serve LEP persons. Finally, the Adult Basic Education Act (PL 91-230) provides for bilingual adult education for limited-English proficient adults.

The Current Situation

The extent to which the efforts generated by these laws are realizing the intent of the law in vocational education settings is uncertain. Some major problems still exist:

- Many LEP persons never have the opportunity to enroll in vocational programs in high schools. Either they drop out before grades 8-10, or they can't meet the language requisites set for the classes.

- Many LEP students in the K-12 system don't have time to take vocational education courses. They have all of their class time earmarked by compensatory and bilingual education and by basic graduation requirements.

- There is still resistance among LEP persons to studying vocational education in schools because of its lingering association with the "dumb" track. There is also resistance among bilingual teachers and counselors to refer LEP students to vocational programs. There is a "pro-academic" bias among these staff members, often caused by the same negative prejudices about vocational training.

- Most LEP students in educational institutions are placed in bilingual education or ESL classes because of special assistance available. These programs neither provide vocational education nor are they designed to coordinate with vocational education programs.

- Lack of cost-saving open-entry/open-exit training systems and lack of funding priority for special services and special materials to serve linguistically and culturally different students further decrease the likelihood that LEP students will benefit from vocational training.

- Legislative and administrative policies differ greatly on population identification, eligibility, and service guidelines. Systems for comparable population identification and for coordinated needs assessment and program delivery don't exist.

- The increasingly diverse educational levels, language abilities and culture backgrounds which often occur within a single classroom confront even the most prepared teachers with an almost insurmountable challenge.

- Most vocational teachers are not trained in the language and cultural skills specifically needed to serve the needs of LEP persons. Too few multicultural or multilingual staff persons, in education and training and in service agencies, limit the extent to which these programs and services benefit LEP persons.*

*Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, The California Advisory Council on Vocational Education, 1981.

In the last fifteen years or more, both statutes and court cases have called for educational innovations to assure equal opportunity for disadvantaged persons, including those with limited-English proficiency. But problems continue. Many vocational programs restrict access for LEP persons through minimum English requirements, and language classes that these students attend often do not relate to vocational training. Limited career counseling support and a lack of vocational teachers trained to instruct LEP persons often add to these restrictions.

MODULE II

MAKING IT WORK

AN IN-SERVICE TRAINING PROGRAM FOR VOCATIONAL EDUCATORS

A. L. NELLUM AND ASSOCIATES

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MODULE II

MAKING IT WORK

AN IN-SERVICE TRAINING PROGRAM FOR VOCATIONAL EDUCATORS

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April, 1983

A. L. NELLUM AND ASSOCIATES

MODULE II

"Placing Your Voc Ed Trainee"

Placement Strategies for Priority Students in Vocational Education

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ABOUT THIS MODULE

"PLACING YOUR VOCATIONAL EDUCATION STUDENTS" IS A ONE DAY INSERVICE TRAINING MODULE FOR VOCATIONAL EDUCATIONAL PERSONNEL. IT IS ONE OF A THREE MODULE SERIES CALLED MAKING IT WORK WHICH FOCUSES ON RETENTION, PLACEMENT, AND CURRICULUM ADAPTATION FOR PRIORITY POPULATIONS IN VOCATIONAL EDUCATION SETTINGS.

THIS "PARTICIPANT RESOURCE MANUAL" IS ONE PART OF THE TOTAL MODULE AND IS MAINLY FOR USE BY TRAINEES ATTENDING TRAINING SESSIONS OF "PLACING YOUR VOCATIONAL EDUCATION STUDENTS." THE OTHER PART OF THE MODULE IS A "TRAINER'S MANUAL" WHICH WILL BE USED BY THE FACILITATOR CONDUCTING YOUR WORKSHOP.

THE "PARTICIPANT RESOURCE MANUAL" CONTAINS THE FOLLOWING:

- AN INTRODUCTORY SECTION: UNDERSTANDING THE PROBLEM
- PLANNING FOR INSERVICE AT YOUR SCHOOL
- SELF ASSESSMENT GUIDES FOR TEACHERS, COUNSELORS AND ADMINISTRATORS
- HANDOUT MATERIAL TO ACCOMPANY THE TRAINER'S MANUAL
- VISUALS THAT WILL BE USED IN THE SESSIONS
- A LIST OF RESOURCE MATERIALS

THE MANUAL IS DESIGNED TO MAKE IT EASY FOR YOU TO FOLLOW ALONG WITH THE TRAINER AS S/HE PRESENTS THE VARIOUS EXERCISES AND ACTIVITIES OF THE MODULE. SOME OVERALL OBJECTIVES OF THE TRAINING SESSIONS ARE LISTED BELOW:

A. TO REDUCE ANXIETY IN WORKING WITH PRIORITY GROUP STUDENTS

B. To DEVELOP A BASIC AWARENESS OF CONDITIONS/CULTURAL CONSIDERATIONS

C. To FOSTER TOTAL SCHOOL COMMITMENT TO SERVING THE PRIORITY POPULATIONS

D. To INTRODUCE METHODS OF ESTABLISHING AND MAINTAINING AN ENVIRONMENT CONDUCIVE TO LEARNING

THERE ARE THREE SESSIONS CONTAINED IN THE MODULE, EACH WITH ITS OWN SPECIFIC GOALS AND OBJECTIVES. THESE WILL BE SHARED WITH YOU BY THE FACILITATOR(S) DURING EACH SESSION.

SESSIONS CONTAINED IN "PLACING YOUR VOCATIONAL EDUCATION STUDENTS"

I PLACEMENT IN THE VOCATIONAL EDUCATION SYSTEM

II PROBLEMS ENCOUNTERED IN JOB PLACEMENT OF THE PRIORITY POPULATION

III JOB PLACEMENT TECHNIQUES FOR PRIORITY POPULATIONS

WHY DO INSERVICE TRAINING IN PLACEMENT?

INTRODUCTION

Understanding the Problem

The placement of the vocational education student, whether in an appropriate program training area or in a job or on coop, is one of the most important aspects of the effectiveness of any vocational education facility. In fact, the primary aim of vocational education is to prepare students to ultimately be placed in jobs.

A major priority in education today, and certainly in vocational education, is to develop ways to respond more effectively to the educational needs of special populations. This group includes the handicapped, economically and educationally disadvantaged persons, men/women in nontraditional occupations, bilinguals, those with limited English proficiency, the gifted and talented, and minority groups such as Blacks, Hispanics, Asians, American Indians, and Appalachians. Children and adults, males and females, who are educationally or economically disadvantaged, culturally different, or handicapped may not be deriving full benefit from the formal educational process either in academic or vocational programs. Many students with special needs leave school each year without the necessary skills to be productive members of our society. Of the special needs groups in school, relatively few receive adequate training for employment.

Teachers, counselors, parents, volunteers, paraprofessionals, and administrators could better prepare students through strategies which encourage access to a wider number and variety of vocational programs. Additional assistance and services should be extended to vocational programs in order to do the job. Performance levels would increase, and special people could compete more effectively on the job market.

All educators must be aware of five essential components of every student's growing and learning process. Anyone who works directly with or influences a student in any way must be prepared to respond to the student's

- basic physical needs
- psychological needs
- requirements for basic educational skills
- basic survival skills
- career development needs

For special students, these five universal needs are often difficult to meet because of physical, psychological, educational, and economic barriers. There are effective strategies for meeting those needs; in some cases, creative strategies or new approaches to existing strategies may need to be devised. In vocational programs, the success of any strategy depends upon the characteristics of the special group to which it is applied. Special people require special help or services in order to enter, perform acceptably in, and complete a regular vocational program. Special needs populations include those of limited English proficiency, the handicapped, the disadvantaged, the gifted and talented and minority groups. Legislative and federal sources as well as non-governmental research groups categorize special populations as follows:

Minorities

- Black Americans
- Hispanics
  - Mexican Americans
  - Puerto Ricans
  - Cubans
  - Latin Americans
- American Indians
  - Including Alaskan Natives or Aleuts
  - Hawaiians
- Appalachian Whites
- Asian Americans

Disadvantaged

Persons who have academic or economic handicaps, and who require special services and assistance in order to complete vocational education programs.

Handicapped

Persons who are

- mentally retarded
- hard of hearing
- deaf
- speech impaired
- visually handicapped
- emotionally disturbed
- orthopedically impaired
- otherwise health impaired who have specific learning disabilities, and who, by reason of the above,

1. require special educational and related services
2. cannot succeed in a regular vocational education program without special educational assistance; or
3. require a modified vocational education program.

Gifted and Talented

Those persons of great intellectual ability who demonstrate a high level of creative thinking, psychomotor ability, and special aptitude.

Limited English Proficiency

Those individuals who are linguistically different, or whose English-speaking ability is restricted by their environment.

These definitions should clarify the unique characteristics of each special group.

Success also depends on how well teachers, counselors, and administrators relate and respond to the needs of priority students. Each of these people plays a special role and has certain responsibilities in helping the student learner to succeed in the vocational program.

TEACHERS

Vocational teachers play a major role in the social/educational process as providers of services to assist students to fully develop their personal and vocational potential. This can be accomplished through

- assessing the student's needs
    - -to determine appropriate classroom placement
    - -to develop a viable instructional program
    - -to identify opportunities and barriers to the student's success

- providing information to students concerning
    - -qualifications, educational requirements, salary, expectations, and projected job openings in various occupations
    - -assessment of personal interests and aptitudes
    - -work experience opportunities
    - -opportunities for selecting non-traditional occupations

- support services

- survival skills that improve
    - -work attitudes
    - -social and personal behavior
    - -employability
    - -ability to interact with peers, employers, teachers, and parents

- continuous evaluation of and feedback to students on their talents and abilities

Teachers work with students on a continuing basis. They are the one constant link in the educational chain. The positive or negative attitude the student assumes can be attributed to the attitude of a classroom climate set by the teacher.

COUNSELORS

The counselor must be responsive to priority students. The counselor functions as collaborator, interviewer, coordinator, and "all-around friend" to the special student. Counselors

- relate career information
- ensure valid and continuous assessment
- recruit into non-traditional classes
- maintain linkages with community organizations that work with priority students
- arrange for resource speakers and workshops

- provide supportive counseling at critical times
- assist with job development and job placement

Counselors working with priority students should develop and maintain good personal relationships. Devotion and caring are two characteristics that are most beneficial. The counselor must work with parents as well as school staff to make them aware of their feelings toward the person with different needs. The counselor must show how negative feelings may unintentionally reinforce a student's negative self-concept and how positive attitudes reinforce positive self-concepts.

Counselors' functions are many and varied, but the role they play is crucial to the development and happiness of priority students.

ADMINISTRATORS

The administrator provides necessary leadership in organizing and implementing the school program. The critical services the administrator offers to the staff include:

- organized planning and promotion of and participation in preservice and inservice activities designed to improve competencies of instructional and support staff
- analyzing curriculum content, technical information, and other related subject matter
- assisting special instructional staff and support service staff in the selection of facilities, equipment, and instructional materials
- evaluating program and instructional materials; identifying strengths and weaknesses within the operating system
- advocating the role and importance of vocational education for special needs subpopulations in economic development and community growth
- establishing linkages with business, industry, labor, and the community defined broadly to include employers and the agriculture, health and service industries, both public and private, as well as advisory groups representative of those organizations which promote the concerns of special needs subpopulations

Advisory committees should be called upon to assist the administrator. They can participate in

- planning development activities
- providing advice on administrative functions such as
  -budgeting
  -accounting
  -financing
- supporting special bond issues or tax levies to provide equipment and supplies to improve programs

The local administrator must have the support of the community, business, labor, industry, parents, and staff to discharge effectively the responsibilities of managing the vocational education system. The administrator as advocate and implementor can strengthen the responsiveness of the educational system to the special needs learner.

Effective schools require planned coordination between instructional supervision and staff development. The importance of a comprehensive system of instructional supervision has been consistently upheld in the research (Forehand, Ragosta and Rock, 1976; Lieberman and Miller, 1981; Whitmore, Melching and Frederickson, 1972; Kruse, 1976; Moore and Schaut, 1976; System Development Corporation, 1980). A comprehensive program linking instructional supervision to staff development utilizes classroom observation both to help identify staff development needs and to evaluate the impact of staff development programs.

Research indicates that staff training is a key factor in both equity and excellence in education. There is considerable evidence that training staff in learning theory, in instructional and counseling strategies, and in how bias and discrimination may operate in their disciplines and in the classroom has a strongly positive effect on student achievment (Whitmore, Melching and Frederickson, 1972; ESEA Title III Project, 1974; Acland, 1975; Moore and Schaut, 1976; Kruse, 1976; Chow, Rice and Whitmore, 1976; U.S. Commission on Civil Rights, 1976; Redman, 1977; Hillman and Davenport, 1977; Carney, 1979, a, b, c, d).

Based on these studies we can make the following recommendations for staff development:

- A policy mandating and supporting a long-term system-wide program of inservice education and follow-up to train staff in implementing equity in all aspects of educational development (curriculum materials, access to courses, classroom interactions) for all program and service areas (academic, occupational education, guidance, placement) should be implemented.
- Equity-related staff development should not be limited to special programs. It should be incorporated into regular faculty meetings, departmental meetings and building meetings.
- Staff development programs should be followed by action plans that are supported by administrative provision of time and necessary assistance to implement change.
- Personnel functions should be an integral part of the equity effort. Employment practices should be monitored and grievance procedures made clear.
- School systems without trained or experienced personnel to organize and run staff development workshops should locate other resources such as teacher centers and professional associations to assist in conducting training and identifying resources.

STRATEGIES: STAFF DEVELOPMENT

The following list can be used by administrators and teachers to identify strategies for implementing a comprehensive program of staff development.

- There is a staff development policy advocating an ongoing, system-wide program to train staff members and update their skills and knowledge in implementing equity in all aspects of the educational program.

- Principals, supervisors and teachers analyze classroom observations cooperatively and use data for designing staff development programs.

- Programs have been developed to enhance staff awareness of the ways bias and discrimination may operate in the school, in particular program areas, and in classrooms.

- Regular staff development programs are developed and implemented to acquaint staff with mechanisms of self-evaluation, planning, and accountability to achieve equity throughout the system.

- Equity-related staff development is integrated into regular faculty meetings, departmental meetings, and building meetings throughout the year.

- Assistance is sought from equity specialists when additional expertise is needed.

- Time, assistance, recognition and reward are provided for personnel who successfully implement equity practices in their educational responsibilities.

- The school system provides administrators, teachers, counselors, and other staff access to opportunities (both inside and outside the system) to develop multiethnic, non-sexist strategies.

- There is a multidimensional evaluation system to review the staff development program including the assessment of impact in the classroom.

Use the numerical scale as follows in your self-assessments for inservice training.

1. unsatisfactory
2. meets minimum requirements
3. average
4. excellent
5. outstanding

SELF ASSESSMENT GUIDE FOR ADMINISTRATORS AND SUPERVISORS

1. Have you disseminated information on the State Multicultural, Nonsexist Curriculum Guidelines; State and Federal Equal Educational Opportunity legislation (Title IX of the 1972 Education Amendments and Title VI of the Civil Rights Act) to all members of your staff? 1 2 3 4 5

2. Is the make up of your staff representative of the school district population? (In regard to race, sex and other characteristics?) 1 2 3 4 5

3. Have you prepared and disseminated a directive to all staff members affirming a student's right of access to all courses regardless of sex or race? 1 2 3 4 5

4. Are all classes in your school less than 80 per cent one sex . . . and less than 25 per cent minority? 1 2 3 4 5

5. Have you planned inservice activities on interpersonal communications, intergroup relations, sex role stereotyping and multicultural curriculum? 1 2 3 4 5

6. Have you authorized a study of the curriculum content and instructional materials utilized in your building to insure that they are representative of the racial and cultural diversity in the country and the roles open to both men and women in our society? 1 2 3 4 5

7. Have you taken affirmative action to provide a balanced staff in terms of sex, age and race? 1 2 3 4 5

8. Have you requested that all building staff submit information concerning instances of sex, race, or other discrimination that they may identify in employment, student treatment and the school program? 1 2 3 4 5

9. Have you asked the various department heads to review their individual programs for evidence of possible discrimination on the basis of race or sex? 1 2 3 4 5

10. Have you made your staff members and students aware of the grievance procedures which have been adopted by the local district? 1 2 3 4 5

11. Have you reviewed all course enrollments by race and sex and are you able to assure that course enrollments that are disproportionate are not due to school policies or counseling procedures? 1 2 3 4 5

12. Have all staff members been notified as to who in the district has responsibilities for coordinating Title IX and multicultural curriculum activities? 1 2 3 4 5

13. Are the criteria you utilize in making decisions on hiring, promotion, transfer, and dismissal strictly related to the job description and are decisions made without regard to sex, race, age, etc? 1 2 3 4 5

14. Do you have a planned interview format for interviewing prospective employees which does not include questions about marital or parental status and other non job related areas? 1 2 3 4 5

15. Are promotion policies well publicized and consistently implemented with all staff members in your building? 1 2 3 4 5

16. Is pregnancy of both students and employees treated the same as any other temporary disability? 1 2 3 4 5

17. Do student handbooks make it clear that in your building all courses and extracurricular activities are open to all students regardless of race or sex? 1 2 3 4 5

18. Has the generic "he" or "she" been avoided in favor of such terms as students in all documents coming out of the building office? 1 2 3 4 5

19. Have you discussed the implications of Title IX with all physical education personnel in your building and authorized them to develop a plan for integrating all activities on the basis of sex and race? 1 2 3 4 5

20. Have students been notified that all physical education classes will be open to students regardless of sex or race? 1 2 3 4 5

21. Have you sent a directive to all staff involved with vocational education classes (home economics, industrial arts, business, etc.) affirming the rights of student access regardless of race or sex; and have you authorized staff to devise a plan for integrating those courses? 1 2 3 4 5

22. Have students been informed that all vocational courses are open to all students regardless of sex and race? 1 2 3 4 5

23. Has a directive gone out to all guidance and counseling personnel which affirms the right of every student to counseling without regard to sex, race, socioeconomic status, etc.? 1 2 3 4 5

24. Have guidance and counseling personnel been directed to review their policies, practices, counseling instruments and materials for possible discrimination on the basis of race or sex? 1 2 3 4 5

25. Are staff and student counseling assignments made without regard for sex, race, etc.? 1 2 3 4 5

26. Have counselors in your building received information regarding the nondiscriminatory use and interpretation of tests and counseling instruments? 1 2 3 4 5

27. Have building policies been reviewed to assure that all students regardless of race, sex, or marital status receive equal treatment (aid, benefits, services) and equal application of various rules and regulations? 1 2 3 4 5

28. Have you reviewed your school's policies and programs related to student honors and awards to ensure that there is no discrimination on the basis of sex and race? 1 2 3 4 5

29. Have you reviewed extracurricular policies, programs, and activities to see if they are open to all students regardless of race or sex? 1 2 3 4 5

30. Have you done a review of enrollments in all special education programs (EMD, TMD, handicapped, gifted and talented, etc.) by race and sex? 1 2 3 4 5

31. Do all students regardless of sex or race have equal access to the use of school facilities? 1 2 3 4 5

32. Are pregnant students provided access to all educational programs and activities provided for nonpregnant students? 1 2 3 4 5

33. Are all rules related to marital status applied equally to male and female students? 1 2 3 4 5

34. If homebound services are provided for students with medical disabilities, are they equally available to pregnant students for reasons of medical disability? 1 2 3 4 5

35. Is medical certification for leave of absence, for continued participation in, or for exemption from school activities due to pregnancy handled in the same manner as for any other medical disability? 1 2 3 4 5

36. Do existing athletic programs and activities offered in your building (interscholastic, intramural, and club) meet the interests and levels of ability of all students (male-female, majority-minority)? 1 2 3 4 5

37. Are all athletic programs provided on a sex -- race integrated basis with exception of sex integration in those sports, the primary purpose of which is physical contact? 1 2 3 4 5

38. Is equal opportunity for athletic participation and athletic benefits provided to all students regardless of sex or race? 1 2 3 4 5

39. Are athletic funds allocated in such a way as to provide equal opportunity for athletic competition to all students regardless of sex and race? 1 2 3 4 5

40. Where either coeducational or legally sex segregated teams are provided, has a determination been made that the teams best accommodate the interests and abilities of both sexes? 1 2 3 4 5

41. If sex separated teams are provided for particular sports, do male and female teams have seasons comparable in length and number of opportunities to complete? 1 2 3 4 5

42. Do males and females (majority and minority) receive equal recognition for athletic participation and/or excellence? 1 2 3 4 5

43. Are personnel assigned to coaching, instructional training, or supervisory responsibilities (with the exception of locker rooms) without regard to sex or race? 1 2 3 4 5

44. Is the compensation for male and female athletic personnel equal for comparable jobs? 1 2 3 4 5

45. Have you issued a directive to all athletic (interscholastic -- intramural) personnel asserting the right of all students of access to athletic programs? 1 2 3 4 5

46. Have you directed athletic personnel to submit plans of action for providing equal athletic opportunity to all students regardless of race or sex? 1 2 3 4 5

47. Has a policy directive been sent to all staff with responsibility for the selection of students for financial aid regarding equal access to such aid for all students regardless of race or sex? 1 2 3 4 5

48. Have you notified all organizations or individuals providing funds administered by the school of the school's obligation to provide financial assistance without regard to sex or race? 1 2 3 4 5

49. Are you providing assistance (English as a second language, bilingual assistance, tutoring) to those students in your building that have limited English speaking talents? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR CLASSROOM INSTRUCTORS, COUNSELORS, AND OTHER PERSONNEL

1. Is the enrollment in your classes representative of the district population in terms of sex and race? 1 2 3 4 5

2. Are you aware of the requirements of Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Education Amendments dealing with race and sex discrimination? 1 2 3 4 5

3. Do you know the individual in your district who has responsibility for coordinating activities related to Title IX and the multicultural, nonsexist curriculum guidelines? 1 2 3 4 5

4. Are you aware of the grievance procedure in your district through which parents, students, employees can register complaints of sex or race discrimination? 1 2 3 4 5

5. Do you know who serves on the multicultural, nonsexist advisory committee in your district? 1 2 3 4 5

6. Have you received inservice training in the areas of basic interpersonal communications, intergroup relations, and sex role stereotyping the classroom? 1 2 3 4 5

7. Have you reviewed the instructional materials you utilize to see if they are representative of the racial and cultural diversity in the United States as well as the roles open to both men and women? 1 2 3 4 5

8. Do all announcements or descriptions of the courses you teach make it clear that enrollment is open to all students regardless of race or sex? 1 2 3 4 5

9. Do the titles of any courses you teach imply that the courses are aimed at one sex or a particular racial group? 1 2 3 4 5

10. Have you notified the administration of any discrimination in employment practices either on the basis of sex or race that you have noticed? 1 2 3 4 5

11. Are all the classes that you teach less than 25 percent minority? Less than 80 percent one sex? 1 2 3 4 5

12. Do you utilize grading standards which are consistently applied to all students regardless of race or sex? 1 2 3 4 5

13. Have you made it clear that all students regardless of sex or race have equal access to your courses? 1 2 3 4 5

14. Have you reviewed the curriculum content and structure of your courses to insure that they are free of sexism or cultural bias? 1 2 3 4 5

15. Have you made it clear to all students that they have access to all physical education classes or sections regardless of race or sex? 1 2 3 4 5

16. Have your physical education requirements been reviewed to ensure that they are the same for males and females? 1 2 3 4 5

17. Where you use ability grouping in physical education classes is the grouping done regardless of race or sex? 1 2 3 4 5

18. Are the criteria you use for measurement of progress in physical education courses or activities explicit and free from adverse effects upon students of one sex or race? 1 2 3 4 5

19. Are the activities in your physical education classes diversified for achieving the range of physical education program goals and not concentrated on contact sports? 1 2 3 4 5

20. Where segregation exists in your physical education classes, have you taken affirmative steps to eliminate it regardless of its causes? 1 2 3 4 5

21. Have you reviewed your physical education courses to ensure that your activities are not sex typed as well as to emphasize multicultural aspects of activities (origin, etc.)? 1 2 3 4 5

22. Are all your vocation or career oriented courses (industrial arts, home economics, business courses, etc.) open to all students regardless of race or sex? 1 2 3 4 5

23. Have you made it clear to students either by course announcements or descriptions that all students regardless of sex or race are welcome in all your vocational or career oriented courses? 1 2 3 4 5

24. Have your requirements in the area of vocational or career oriented courses been reviewed to insure that they are the same for all students regardless of race and sex? 1 2 3 4 5

25. Have the curriculum content and instructional materials utilized in your vocational or career oriented courses been reviewed for elements of sexist and racial bias? 1 2 3 4 5

26. Are all vocational and career oriented course titles and descriptions gender free? 1 2 3 4 5

27. Have you reviewed enrollments in your vocational and career oriented courses to see if they are representative on the basis of sex or race? 1 2 3 4 5

28. Are instructional materials in vocational and career oriented courses multiracial in nature? 1 2 3 4 5

29. Is curriculum content in vocational and career oriented course multicultural in nature (emphasis on home economics which deals with many culture-oriented factors)? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs In Iowa Schools. State of Iowa, Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR GUIDANCE COUNSELORS

1. Have you reviewed your guidance and counseling programs and practices to ensure that students have access to counseling without regard to their sex, race, or socioeconomic status? 1 2 3 4 5

2. Have you eliminated career interest inventories and other counseling materials or tests which differentiate between students on the basis of sex or race? 1 2 3 4 5

3. Do you make course assignments without regard to sex or race? 1 2 3 4 5

4. Are all students encouraged to consider all programs of study and to select courses on the basis of their individual interests and abilities? 1 2 3 4 5

5. Are all materials you utilize in academic, career, or personal counseling contacts or programs free from implications in either text, language, or photographs, that certain academic career or personal choices are more appropriate or "realistic" for students of one sex, race, or socioeconomic status? 1 2 3 4 5

6. In courses where minority students make up more than 20 percent or one sex makes up more than 80 percent of the total enrollment, have procedures been specified that ensure that counseling policies, procedures, and programs are not a contributing cause? 1 2 3 4 5

7. Have you familiarized yourself with the implications of Title IX of the 1972 Education Amendments and Title VI of the 1964 Civil Rights Act for nondiscrimination in the counseling process? 1 2 3 4 5

8. Have you reviewed records of your past counseling contacts by sex of student, race of student, source of initiation, and nature of contact to identify possible evidence of sex or race bias in the provision of counseling services? 1 2 3 4 5

9. Have you submitted to your building administrator or supervisor information concerning instances of sex or race discrimination in guidance and counseling practices or materials? 1 2 3 4 5

10. Do your guidance and counseling services foster positive home/school relationships and contacts between parents and staff regardless of the race, sex, or socioeconomic status of the student? 1 2 3 4 5

11. Are eligibility requirements for all student aid, benefits, and services you administer identical for male and female students (majority and minority students)? 1 2 3 4 5

12. Is the nature, quality, and quantity of aid, benefits, and services provided identical for male and female students, (majority and minority students)? 1 2 3 4 5

13. Have all organizations or individuals who provide aid, benefits, or services to students with sponsorship of the district submitted assurances of nondiscrimination on the basis of race or sex? 1 2 3 4 5

14. Are all medical, hospital, accident and life insurance policies or plans provided equally to all students without differentiation in coverage, benefits, or eligibility on the basis of race or sex? 1 2 3 4 5

15. In work-study programs you administer, are employment and job placement assistance provided without regard to sex and race? 1 2 3 4 5

16. Are prizes, honors, and awards conferred upon students without differentiation on the basis of sex or race? 1 2 3 4 5

17. Is all participation in extracurricular activities open equally to students regardless of sex or race? 1 2 3 4 5

18. Are all participants in extracurricular activities treated equally regardless of race or sex? 1 2 3 4 5

19. Are all school facilities equally available for use by students regardless of race or sex? 1 2 3 4 5

20. Are toilet, locker room, and shower facilities provided in comparable numbers and conditions to students of each sex? 1 2 3 4 5

21. Are your rules and regulations regarding behavior of students the same for all students regardless of sex or race? 1 2 3 4 5

22. Are standards you employed for determining compliance with these rules the same for males and females (majority and minority students)? 1 2 3 4 5

23. Are rules and regulations concerning student appearance (attire, hair length, etc.) the same for males and females (Majority and minority students)? 1 2 3 4 5

24. Do existing athletic programs and activities which you coach or supervise (interscholastic, intramural, club) meet the interest and ability of both male and female (majority and minority students)? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

PRE TEST

Placement: Problems Encountered

Instructions

The statements and questions below represent the types of resistence you may encounter in attempting to place priority population students. In the space allowed, please write how you would respond to these.

1. If I hire a handicapped person, my insurance rates will go up.

2. These foreigners are taking jobs away from "real Americans."

3. Women don't like men's work.

4. I've hired a few at the entry level, but they don't seem to stay.

5. I just don't feel comfortable with men here; this is a woman's job.

6. Handicapped people are absent too much.

7. My other workers will not get along with them.

8. She will only stay a year or two, then she will get married.

____

____

9. If this person is such a valuable employee, why are you here talking to me and not him/her?

____

____

These are based on exercises found in the following sources:

Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement, National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1981, pp. 81-82.

Zelnick, Robert and Nadine Evans, The Youth Employment Counselor: A Resource Manual, Projet REDY, Melrose, MA., 1981, pp. 73-74.

PRE-TEST

HANDOUTS

1. Background--Lecturette

Placement in jobs within a particular field of interest is the primary reason for enrollment given by most of the young people entering Massachusetts vocational schools.

Certainly there are those who enter for other reasons. The day has not yet come when we no longer hear stories of students "shuffled off" to the vocational school in the hope that somehow flagging adolescent interest in matters educational will be revived. However, for the most part the entrants to the Massachusetts Vocational Education system today are more highly motivated and demonstrate better academic aptitude than their predecessors.

Current classes of entrants are entering schools which have more difficult entrance requirements than ever before and which are more selective in filling the limited numbers of classroom seats. Further, progress has been made in assessing student aptitudes, abilities and interests before placing them in training programs.

This trend toward increasing care in student enrollment is accompanied by a marked increase in the need for vocational school graduates with specific and advanced skills. As so called "high technology" industries become more important in the Massachusetts economy, employers are requiring vocational school graduates with higher skill levels upon graduation. Those graduates not employed in "high technology" industries frequently find that they are working in fields which are more highly specialized and involving increasing levels of sophistication than ever before.

This change in the entrance requirements of the local employers has been accompanied by a willingness of employers to recruit employees from a wider geographic area than ever before. As larger employers enter the market, their ability to quickly recruit employees from a larger pool can make placing recent graduates more difficult.

All of these factors are accompanied by a job market which can change very rapidly. Rapid development of new technology and sudden surges in demand for new products has characterized some segments of the national economy in recent years. This has changed the Massachusetts economy to some extent, and therefore has influenced the needs of local employers. These needs directly impact the ability of placement officers in Massachusetts vocational schools to obtain employment for their students.

Vocational educators are also faced with increased interest in vocational education on the part of socio-economic groups who have previously not demonstrated significant desire to obtain vocational education. This is resulting in the arrival of groups of students with values, attitudes and educational needs which are quite different from the students previously attending vocational schools. Just as different educational techniques are sometimes appropriate for these students, it is sometimes necessary to modify placement techniques to satisfactorily provide these students with job opportunities.

As public funds become scarce and the amount of money available for education is reduced, educational administrators, politicians and the public at large have taken an increased interest in the performance of schools. Although society expects schools to accomplish many goals, consensus on what these goals are is not always universal. Regarding vocational schools one goal is universal; the end result expected for secondary vocational school graduates is placement in a job directly related to the training received. Unlike some of the other goals of the educational system, this goal is clear, relatively easily measured and has nearly universal acceptance. Failure to accomplish this goal can only have negative consequences for vocational educators.

It is to help encourage efforts to obtain successful job placements for certain priority populations that this module has been developed. Handout I-1 provides additional information.

2. The Placement Process

Job placement can be viewed as the terminal objective of the vocational education process. While some argue that this view is short-sighted, at least for the moment it is against this objective which the performance of the system is judged. Yet if the educational experience is truly a process, then all of the steps of the process must, to some extent, influence the ability of the system to achieve job placement.

If vocational education is viewed as a process including three stages (input, process and output) the following factors can be said to influence the process:

Input

- number of students available for training,
- social attitudes toward vocational education,
- recruitment efforts and techniques,
- training offered,
- physical access,
- entrance requirements.

The "Classroom" Process

- students actually selected,
- teachers available (training, background, etc.),
- physical facilities and equipment,
- curriculum,
- training techniques,
- other means of training available.

Output

- placement techniques,
- demand for workers (graduates),
- availability of substitutes (workers from other areas, machines),
- student wage expectations,

- success or failure of previous placements,
- employer values and attitudes,
- the economic climate (nationwide and locally) and
- skills of the placement officers.

These are but the most obvious factors which can influence the ability of placement officers to find jobs for their students. Clearly, a wide range of factors can influence the ability of placement officers to obtain jobs for their students. Many of these are beyond the control of placement personnel. However, it cannot be stressed strongly enough that skilled placement officers are essential if adequate placements are to be obtained.

At present, the vocational education system faces challenges which are unprecedented. Declining resources, an increasing rate of change on the part of the employers served by the system and a student body which is more diverse than ever before are but a few of the most obvious challenges which face the vocational education system as it enters the 1980s. Since much of the public judges the system by its ability to place its graduates in jobs, the performance of the placement staff takes on increased importance.

3. Placement Defined

Several definitions of job placement exist. For the earlier government-sponsored efforts at intervening in the labor market, placement services meant referring people without jobs to employers with job vacancies.[1] In essence, government-sponsored employment officers served as labor exchanges--the offices were places at which the unemployed could register and affirm their eligibility for work, and at which employers with job vacancies could record their openings. With the passage of time, these offices collected information on the skills of the unemployed and attempted to match these skills with the job qualifications requested by employers.

According to Job Development and Placement: CETA Models,[2] job placement is "...the movement of a program participant into a job." Job placement is clearly more than a simple referral of students to jobs. But if job placement is not mere job referral, what is placement?

Placement is a process consisting of the provision of several types of services to job ready people. Writing in Placement and Follow-Up, John Martin described job placement as follows:

> In its broadest sense, placement is anything that the school system does in order to assist individuals to take the next step.[3]

Translated into specific career related functions, Martin defines placement to include the following:

- career awareness activities,
- career exploration activities,
- career planning activities,

- career decision-making activities,
- pre-employment preparation,
- educational placement, and
- curriculum modification.

Seen in this light, job placement is a process including the provision of a group of services. In fact, placement activities in the vocational education system will most often result in school completors finding work in a field related to the training they have received. However, one would not expect administrators to view unfavorably the vocational education student who chose to seek additional schooling, training or who enrolled in the military.

While these definitions differ slightly, clearly all agree that placement is a process or group of activities intended to assist training program graduates in obtaining employment. Having agreed on this, let us now examine the process more fully.

4. Job Placement as a Process

Our research indicates that the most successful job placement programs are those which include a range of services. This service pattern has been best described by Herman Peters in Placement and Follow-Up.[4]

In essence, Peters suggests that the placement process includes the following steps:

- Pre-employment orientation, registration and preparation for referral.

- Job order (vacancy) listing.

- Matching job vacancy with student availability for work.

- Post placement follow-up.

5. Job Placement and Job Development:

In attempting to find jobs for vocational education students, the placement officer often functions much like the Job Developer employed by such employment and training programs as the U.S. Employment Service and local programs funded under the Comprehensive Employment and Training Act (CETA). The job development function has been described by the U.S. Employment Service as follows:

> ...the activity that involves the working with public or private organizations and businesses to develop job opportunities. Also, the process of soliciting a public or private employer's order for a specific individual.

Vocational educators may find the job developer a useful model for some of their own job placement-related activities. A considerable body of literature is available on this job and its functions. For your convenience, we have developed a short handout describing the position in detail. See handouts I-2 and I-3.

6. The Professional Job Placement Coordinator

The employment and training literature describes several different organizational models for the job placement function. In some models, the placement functions are divided among several staff people. In others, placement responsibilities are centralized in one person.[5]

In the models encountered, several features were found in common:

1. At enrollment in training, the trainees are given an accurate picture of their chances of obtaining employment in their field of interest.

2. Trainees clearly understand the conditions of employment they are likely to encounter, including the wages and chances for upward mobility.

3. Job placement staff get to know the trainees prior to completion of their course work.

4. Coordination of the job placement efforts is emphasized to help avoid repeated calls on the same employers.

5. Extensive training is required for placement staff. They are required to demonstrate the following;

    A. in-depth knowledge of the occupation in which they seek placements,

    B. knowledge of the local employers and industries,

    C. good interviewing skills,

    D. ability to successfully deal with local unions, and

    E. ability to teach the students job search techniques.

6. The goals and objectives of a placement program are established to equitably meet the needs of all students.

7. Placement services are provided throughout the year.

8. Placement programs ease the transition of students from the school environment to the world of work.

9. Placement services increase career opportunities through job development and encouraging access to further career training.

10. The vocational school placement services build on (rather than duplicate) non-school placement activities.

11. The placement function is centralized within the school.

FOOTNOTES

[1] Mangum, Garth and John Walsh, Employment and Training Programs for Youth: What Works Best for Whom, A report prepared for the U.S. Department of Labor, Employment and Training Administration, Office of Youth Programs, 1978, pp. 151-162.

[2] U.S. Department of Labor, Employment and Training Administration, Job Development and Placement: CETA Program Models, Washington, D.C., 1978.

[3] U.S. Department of Labor, Employment and Training Administration, Job Development and Placement: CETA Program Models, Washington, D.C. 1978, pp. 6-7.

[4] Johnson, Marion et al, Bridges to Employment, Practices for Job Development, Placement and Follow Through of Unemployed Youth for Vocational Education and Manpower Training, R & D Report Number 186, The National Center for Research in Vocational Education, The Ohio State University, 1980, pp. 30-31.

[5] Mangum, Garth and John Walsh, Employment and Training Programs for Youth: What Works Best for Whom, A report prepared for the U.S. Department of Labor, Employment and Training Administration, Office of Youth Programs, 1978, pp. 151-162.

BASIC ELEMENTS OF JOB DEVELOPMENT

Job development involves a number of discrete activities in a logically related sequence. Simply speaking, job development is helping a person find a job. The purpose of this paper is to define the concept of job development and review the basic elements of a job development system.

The task of helping a student to find a job is complicated by a broad range of variables including the student's needs, the state of the economy on the national and local levels and the needs of local employers. When dealing with priority population student groups who must also learn a new language, adjust to a new culture or who are simply entering the workforce for the first time, the job development process becomes even more difficult.

The following sections of this paper help us to focus our attention on three phases of job development: pre-placement, placement and post-placement. Each phase has a particular goal and suggests specific activities which should take place during the job development process.

Pre-Placement

Finding an employer is not a random process. Taking a "shotgun" approach to job development can be time consuming and ineffective because you may be using resources for activities which cannot generate jobs. Before you select an employer or employers to contact, spend some time in planning your approach. You may want to establish some criteria against which analysis and comparisons of prospective employers can be made. Identify the characteristics of the employers and their needs. In general, do they have high skilled jobs, jobs that demand a lot of English, jobs that require a good deal of academic preparation, etc.? After preparing a comprehensive list, a tentative selection of employers can be made. However, before any firm can be contacted, three other activities should occur. Efforts need to be made to understand the dynamics of the local labor market, the influential forces in the community and the organization and personnel hiring policies and practices of the local employers. Thus, a first step in job development for priority populations is basic research to answer such questions as.

- Who is hiring, who is laying off?
- Who is expanding, relocating, automating in your area?
- What are turnover rates in the major local employers?
- What employer is planning to introduce a new product or service?
- What skills are sought by employers?
    - -Are they skills that your students possess?
    - -Would analysis of the required job skills help you open more doors for your students?
    - -Could you discern hiring qualifications which are inconsistent with the skills or abilities necessary to perform a particular job?
- Have the companies hired vocational education graduates in the past?
- Which groups in your community could help influence employers' hiring practices? Groups like churches, the YMCA/YWCA, colleges and universities are some possibilities.

Labor Market Information

One way to get the above labor market information is to collect and analyze your own data; however, most schools do not have the resources to do this. Since labor market information is essential, it is important to consider alternate means to acquire it. Many state and local agencies generate labor market information which you can use. You can form a consortium with other schools to reduce the workload and avoid repetition. In fact, surveys of specific employers can be assigned to different schools so that the workload is shared and employers are not flooded with similar inquiries from several different schools. It may help to contact the State Employment Service (SESA) before initiating an employer contact. SESAs may already have acquired specific information about an employer that can be helpful to you.

More specific information about appropriate labor market resources is discussed in a paper on labor market information and research approaches which is handout I-3.

The Community Context

Organized efforts to secure jobs for priority population vocational education students may be handicapped by community bias or stereotypes. The community, while generally considerate of your priority population students, may have some reservations about them.

The social and economic reasons for these reservations are founded, for the most part, on fear and/or misunderstanding. Employers generally enthusiastic about voc school graduates as employees may share the community's concerns about priority population students. Employers may be unaware that hiring handicapped workers will not raise insurance rates; they may be unaware that handicapped workers have better than average attendance records. In addition, employers may worry that English language difficulties or ethnic and cultural differences will reduce productivity and frustrate supervisors and fellow employees. Finally, the employer may have had no experience with nontraditional employees.

Job developers in job placement staffs cannot expect to reorient the entire community. To do so would require almost inexhaustable resources and well-planned effort over a long period of time. Even well-planned efforts may not be successful, since attitude change also requires adaptation, peer and social pressures. Nevertheless, the placement specialist can successfully reorient individual employers. School job developers capitalize on an employer's generally positive attitude toward voc students by emphasizing the priority students' similarities rather than differences.

A school can promote community support without taxing its own resources by linking with community resources and the efforts of client advocacy groups, volunteers, churches, colleges and business groups like the National Alliance of Business (NAB) and Chambers of Commerce.

Corporate Context

Much of the success in job development and job placement efforts depends on having a realistic picture of the business world and good interpersonal relationships with business persons. This is not always easy to achieve, and an "inside" person can be of considerable help.

One way of developing closer ties with the local business community would be to set up a special board from industry. Members might include employers who are satisfied with students they have hired, local business leaders and members from your own faculty. Another approach might be to link with an already established board like the Private Industry Council (PIC) under the Job Trainig Partnership Act. Many locales have PICs which can be identified through your Mayor's Office or the U.S. Department of Labor, Regional Office.

Persuading the Employer

The art of selling is a valuable skill in any job development effort. It is unlikely, however, that schools are staffed with individuals who have this skill. You can compensate for the lack of skilled salespeople by applying good communication skills, a thorough understanding of student needs and interests and an understanding of the employer and his/her needs.

In "selling" vocational education students to employers, the "seller" needs to "get into the employer's head" and understand the employer's needs. In many cases, profit is the primary motivating force for the employer.

The seller should aim his/her sales pitch at student characteristics that "prove" or show a high correlation with achieving profits. For example, punctuality, dependability, perserverance, loyalty, honesty, and initiative are some correlates. These can be supported with testimonials from employers who have hired students and are satisfied with their performance.

Employer Standards

In general, activities in the pre-placement period have concentrated on collecting information about companies. Now it becomes important to analyze this information and determine what the employer standards are and what is expected of workers in entry level jobs.

The job development team or job placement counselor should look at employer criteria and assumptions about hiring, upward mobility and the availability of training opportunities. As much as possible, the team should look at each firm's technological side and its humanistic or social orientation--how and why do they hire specific employees and how do they perceive and respond to worker needs and growth?

With this information the job developer may be in a position to discern "artificial" hiring standards or "barriers." For example, requirements for prior experience in relatively unskilled entry-level jobs are often waived by employers on a trial basis. Where the relationship between job developer and employer is strong, these issues can be worked out. In other cases, however, it may be difficult, if not impossible, to change a company's attitudes and practices. Approach the employer gradually and settle for a little change at a time. Plan your objectives for each meeting and focus on reaching those objectives. These little gains add up, and more importantly they are likely to be permanent.

Student Job Readiness

A third task is to assist students in becoming job ready. A job placement counselor should analyze each student's potential for finding, obtaining and retaining a job. Developing an employability plan for each individual may involve job choice counseling, ESL, coaching and practice interviews, etc. Focal questions for the school placement counselor are, "What does the student need to be job ready?", "What can the school realistically do to meet this need?" and, "What outside resources could pick up where the school leaves off?" Considerations for the school include such questions as:

- What is necessary or job-directed and what is "nice to have?"
- What is the budget for such activities?
- How can the student best be served within time, money and job development purpose constraints?

A well-designed job development system will evolve, in part, from answering these questions and developing an individual employability plan for each student. The school will be in a position to more appropriately match individual students to jobs. Ideally, an employability development plan matches existing jobs in the area with the interest of the student.

Job Placement

There are at least two approaches to "selling" students to employers. You can sell them one by one. Or, you can sell them as a group. Many vocational education job development efforts have emphasized the placement of individuals in jobs wherever jobs could be found. Selling students one by one is tedious, time consuming and costly. Each time a successful pitch is made, barriers are temporarily waived but those walls may go up again as soon as that person has been hired.

A more efficient approach is selling the group, thus attempting to eliminate the employment barrier permanently. It may also be more effective, in terms of school and employer satisfaction, to focus job development efforts on promoting employer awareness of the benefits of hiring priority population graduates as a group. Today, employers are generally quite positive about the value of voc school graduates as workers. Your priority population students are a subset of the whole group.

Any progress you can make in this area is a major achievement. The important point is not to give up. Focusing on reducing barriers is by and large a healthier approach in the long term which will keep you focused on the real issues involved in job development and not solely on the process.

Contacts between school and employer are better made when employers see that you understand their needs and can produce potential employees to fill those needs. With this approach, employers are likely to place job orders with your school.

Some additional help in soliciting jobs can come from the National Alliance of Business (NAB). NAB is an organization that usually knows where jobs are and where they are likely to be. They are made up of private business people with the capacity (and resources) to convince fellow business people to pledge jobs. Trade associations and Chambers of Commerce may also be helpful in identifying specific employer needs for workers, now and in the future. Remember again to plan your solicitations carefully and coordinate them with other agencies so that you will not barrage employers with job solicitations or speculative requests.

Post Placement

Job development activities do not stop after the student is placed. In order to ensure that the graduate stays on the job, the job counselor or development team may want to establish a system of support services to assist both the student and the employer.

The activities in the placement and post-placement periods do not necessarily occur in a given sequence. Instead, the sequence of activities will depend upon your particular situation and the needs of your priority population students. In fact, you may find them occurring simultaneously. Consequently, a variety of staff working as a unit or team is a more likely combination for success than is one individual trying to do job development entirely by him or herself. For example, the counselor, having identified a job opening and made an appointment, might be rehearsing a handicapped student for an interview while checking out the availability of public or special transportation and wheel chair access at the worksite, and simultaneously looking for other openings.

Post-placement activities are relatively new in the placement field and are somewhat loosely defined. They deal largely with people and their reactions. Post-placement activities could encompass: 1) direct support services for the student, 2) support services for the company, 3) extended assistance to the student and employer as a unit, and 4) evaluation for the benefit of the job development team and its school on the successes and problems of the placement.

Job development teams should attempt to give these four activities equal emphasis in stabilizing the long-term work situation of the priority population vocational education graduate. However, individual situations and agency resources may dictate a response priority.

1. Support services for the worker. These may be largely the responsibility of a job placement counselor who links the worker, school, employer and community together. S/he provides counseling to both student and supervisor when problems warrant. The counselor provides both moral support and advice (counseling) and functional aid

(access to resources) that will help the student become a worthwhile worker. The counselor should know the student in depth; and preferably is bilingual or bicultural.

2. Support services for management. These go beyond counseling support. They include functional services to aid the employer and all members of a firm to deal with the work situation where the student is present. Activities may include seminars on the characteristics of priority populations and advice on training programs that might be adaptable to the student or assistance in job redesign to afford employment opportunities for vocational education students without decreasing productivity.

3. Extended assistance. This primarily involves obtaining resources from the outside community to improve the work situation for both student and employer. These resources may range from improving transportation arrangements for workers to negotiating financial aid to employers who are willing to take part in a training program for priority populations. A school can arrange referral mechanisms with outside agencies to expedite the process and avoid "reinventing the wheel" every time these resources are needed.

4. Evaluation. This is an integral part of job development, as it is of any other management activity. What happened to the student once s/he reached the job? What problems in the work situation were not anticipated? How were these problems resolved? If not resolved, why not? How does this placement compare to others with the same employer? How does this employer compare to other employers where graduates have been placed?

   Evaluations are feedback mechanisms which permit the school to take corrective action and better serve all vocational education graduates. Keeping an employability plan for each student would help organize and coordinate job development activities and provide a base of management information for evaluating placement strategies.

The materials in this section were based on a paper by Frank Baressi of A.L. Nellum and Associates for the Regional Office of the U.S. Department of Health and Human Services, Office of Refugee Resettlement:

Baressi, Frank. "Basic Elements of Job Development," Jobs for New Americans: The Campaign to Help Indochinese through Employment. A. L. Nellum and Associates: Boston, 1982.

Labor Market Information

BACKGROUND

These are not easy times for vocational educators. At the federal level, the funding of almost all human service programs has been lowered significantly. In many states, tax revenues are dropping at the same time as federal funding to state agencies is declining. Some cities and towns are experiencing such severe financial problems that they are cutting such essential services as police and firefighters. Simultaneously, there are increasingly vocal suggestions that the private sector will fill the gap left by the recent reductions in funding levels and shifts in government spending priorities.

For the established human service agencies, these trends have meant reductions in staff sizes and cutbacks in services provided to clients. Many private non-profit service agencies which survived when government subsidies were at higher levels have closed their doors, unable to survive these "lean years."

SURVIVAL SKILLS: THE NEED FOR LMI

So What? How can we adjust to these changes? To survive in the new environment, human service agencies must enhance their management and fund raising skills. An important first step in employment related programs is learning answers to the following questions;

1. Who are my clients?
   (age, sex, location)

2. What skills do they have?
   (language, education, training, personal qualities)

3. What industries exist in my service area?
   (type of industry, size, hiring patterns)

4. What jobs do these industries have?
   (job title, entrance requirements, wages paid, promotion potential...)

5. Which industries have job vacancies now?

6. Which industries might have job openings in the future?

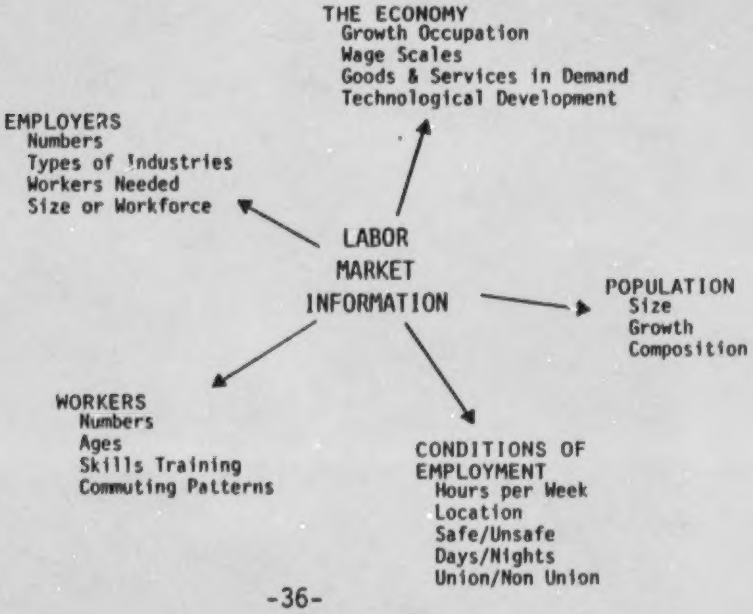
Answers to these types of questions will help you to target your limited resouces on the most promising job prospects. In addition, this type of information will help you to make the strongest possible case to potential funding sources. This is the essence of labor market information.

LMI: THE FORMAL DEFINITIONS

Labor market information is any kind of information that helps us understand the employment opportunities of a particular labor market area. A labor market area is a geographic region in which workers might normally be expected to commute.

Labor market information includes a range of demographic (population, labor force and other kinds of information about labor market activities) and economic information to help us understand the number and types of jobs which are (or will be) available in a particular area and the numbers and skill levels of the people available to fill those jobs. The Employment and Training Administration of the U.S. Department of Labor defines labor market information in the following manner:

> That body of information arising from the measurement and evaluation of the socioeconomic forces influencing the employment process in specific labor market areas. The factors that affect labor demand-supply relationships define the content of LMI and include population growth and characteristics, trends in industrial and occupational structure, technological developments, shifts in consumer demands, unionization and trade disputes, recruitment practices, wage levels, conditions of employment, and training opportunities.


THE ECONOMY
Growth Occupation
Wage Scales
Goods & Services in Demand
Technological Development
EMPLOYERS
Numbers
Types of Industries
Workers Needed
Size or Workforce
LABOR MARKET INFORMATION
POPULATION
Size
Growth
Composition
WORKERS
Numbers
Ages
Skills Training
Commuting Patterns
CONDITIONS OF EMPLOYMENT
Hours per Week
Location
Safe/Unsafe
Days/Nights
Union/Non Union

COMPONENTS OF THE LMI SYSTEM

The system for collecting and aggregating LMI involves three major actors:

- The U.S. Department of Labor through the Employment and Training Administration (ETA),
- The U.S. Department of Labor through the Bureau of Labor Statistics (BLS), and
- The State Employment Security Agencies (SESAs).

Usually, the SESAs have a staff of LMI specialists attached to their Research and Analysis Units. The SESAs can also provide assistance to users who request help. A list of the SESA Research and Analysis units for each New England state is at the end of this paper. At present, the SESAs are all suffering from reduced funding and staff levels. This may influence the types and names of available publications.

The federal responsibility for LMI is primarily met by the Department of Labor through the Employment and Training Administration (ETA) and the Bureau of Labor Statistics (BLS). The ETA serves as the conduit for LMI funding to State Employment Security Agencies (SESAs) and has a major role in planning local programs for LMI collection and use. In addition, ETA monitors and evaluates the state LMI programs. Each ETA Regional Office has at least one LMI specialist for this purpose. Since the ETA LMI specialist will probably be familiar with a wide range of LMI projects at the national and local levels, he or she may be a useful person to contact.

The Bureau of Labor Statistics has a more technical role in the LMI system. It provides technical advice and guidance to the SESAs as they carry out statistical programs, including occupational projections or the generation of unemployment and employment estimates.

THE SEARCH FOR LABOR MARKET INFORMATION

A good place for any organization to start a search for LMI is the annual plan of the local CETA Prime Sponsor or Private Industry Council. These plans should contain useful data developed through their own local labor market analysis.

The LMI specialist at the SESA is another person who can provide some general guidance. It may also be helpful to contact the LMI staff of your DOL regional office or the BLS regional office. Perhaps the most useful contact is the manager of the local ES office. The local manager can probably provide you with the fastest and most accurate information on the employment opportunities in your area.

Assembling LMI and performing a labor market analysis is not a rigid or unchanging process. It lies somewhere between science and alchemy. For this reason, there is no set list of sources to research or steps to take. What we can do, however, is identify the major sources of LMI and the sequence in which they should be consulted. Follow this process—working with an experienced LMI professional—and your organization should be able to compile a useful labor market analysis. There are four steps involved in compiling and analyzing labor market data:

1. Identify the geographic jurisdiction of the labor market.
2. Identify employment trends in the local labor market area.
3. Rank order the local industries that are most likely to need or accept new workers now or in the future.
4. Analyze the occupational composition of the industries you have selected.

Step One: Identify the Jurisdiction

One way to organize your information is to identify the geographic jurisdiction of the local labor market. Although you will probably want to focus on the geographic locations served by the school, it might also be useful to locate neighboring communities that fall within normal commuting patterns and that might include significant sources of jobs, workers or training facilities.

In most areas, local labor markets have already been defined by SESA analysts. Much of the data they produce is organized by local labor market area. In general, information about employers is most useful when organized around the labor market area concept. On the other hand, information about client groups or target populations should also relate to the prime sponsor's geographic jurisdiction.

A good starting point for collecting information on the economic and employment activity in a labor market area is to examine the significant industries and employers, determine the employment levels among industries and identify the largest employers among the various industries. In addition to information on these dominant local industries, it would be helpful to develop information on high employment growth industries.

These two sources will account for the greatest numbers of job openings and projected openings in the local labor market area. Sometimes, however, the larger employers are not the best sources for actually getting jobs. Their hiring practices can be more restrictive or subject to collective bargaining or union agreements that complicate the task of filling the jobs. For this reason, it would be wise to identify smaller employers as well. The smaller employer will sometimes be more willing to accept innovative or different approaches to filling job vacancies.

Two sources of information are available on the economic conditions and employers of a labor market area. These data are available through your local Employment Service office.

1. The Employment Service Employment, Wages and Contributions Program (ES 202)

   The ES-202 is a quarterly census of all firms subject to state unemployment insurance laws. It provides detailed industry employment data at the local level. The ES-202 survey can be used to understand historical trends in employment growth or decline and the changing structure of industry employment.

2. The Current Employment Statistics Program or BLS-790 Program

   This is a cooperative SESA and BLS program which collects and publishes information on employment, hours of work and weekly earnings of selected workers by industries. It is published on a national, state and area basis. Its primary use is as an economic indicator rather than a planning tool.

Step Two: Identify Employment Trends

There are several issues to consider when identifying employment trends in your local labor market area.

1. Has there been growth in some industries?

2. In what occupational areas has this growth taken place?

3. Where can we expect growth in the future?

4. What are the most recent trends of economic activity in the local labor market?

A multitude of sources can be useful in this analysis. With the help of a SESA LMI specialist, some of the following resources should be studied:

- LMI Newsletters

  A publication of the local SESA, these local LMI newsletters are published monthly and provide insight on the labor market conditions of SMSAs for each state. The newsletter contains statistical tables and narrative descriptions that focus on recent labor market developments. Among the data one can expect to find are total civilian labor force, total employment, total unemployment (all by state and SMSA), and some non-agricultural wage and salary employment by industries for states and a number of major labor markets. Unfortunately, due to cutbacks in funding, some states have suspended publication of these newsletters.

Miscellaneous other data sources may be helpful in understanding the local economy or the growth potential of a particular job or jobs. For example:

- Labor Turnover Statistics (LTS)

  These data are derived from a monthly survey of employers and are published monthly in newsletter format. LTS also provides information on total new hirings, recalls from layoffs, total separations, including quits, layoffs and fires in the mining, manufacturing and communication industries.

- ES Job Bank and ES Automated Reporting System

  From these sources you can obtain aggregate information on applicants registered for work and job orders received from employers. Information is available on the age, sex, education, ethnic, educational and related characteristics of applicants who register for work and previous occupation. Regarding job orders placed with the ES, you can aggregate job type using occupation codes and industry codes and can also get information on job wage or salary. These sources of data can be helpful in determining demand for workers.

- Occupational Outlook Handbook

  The Handbook is published annually by the U.S. Department of Labor. It contains brief descriptions of types of jobs and job entrance requirements, and makes projections on future demand for workers in particular fields. Supplements to the handbook are occasionally issued to highlight particular occupational areas.

- OES Survey

  The OES Survey is conducted by SESAs in cooperation with the U.S. Bureau of Labor Statistics. It is designed to produce estimates of nonfarm employment by industry and occupation over a three-year cycle. These data are generally available at the state level, with detailed occupational estimates.

- Industry and Occupation Matrix

  The I-O Matrix is largely based on data derived from the OES survey program discussed above. The matrix is a tabulation of employment, cross-classified by industry and occupation. These data provide information on the occupational composition of a particular industry's employment. In addition, the matrix can identify the set of industries in which most workers are employed in a given occupation.

- OES Projections

  The State and Area Projections Program (SAPP) provides long-term projections (5-7 years) of both employment and job openings that occur because of growth and replacement needs. The information is categorized by industry and occupation for states and major local labor market areas. Using these data, along with data on labor force separations, projections are derived for the annual average number of job openings by industry and occupation.

Step Three: Rank the Industries

After examining data on the industries in a local labor market area and obtaining available information on future demands for workers, you can rank local industries. This rank order or listing should start with types of industries most likely to need and accept new workers now or in the future. Based on this list of types of industries you can focus on specific employers in the main industry type or types that you are interested. For example, if you believe there will be significant demand for electronics assembly workers, you should try to develop listings of electronic firms that may have job openings.

Creativity and resourcefulness are vital here. Perhaps you can start with the yellow pages of the phone directories, calling the largest local electronics employer or call the local Chamber of Commerce. In any case, use whatever tools are available to compile a list of possible employers with relevant information on the size of the workforce, types of jobs, etc.

Step Four: Analyze Industry Occupation Composition

The next step will be to analyze the occupational composition of the industries you have selected. Try to establish the following parameters for analyzing your information:

1. How large is the total workforce in the industries you have selected?
2. What job or jobs are in demand in the industry?
3. What education, training and other entrance requirements exist for the jobs?
4. What evidence exists regarding possible future demand for the jobs?

Before selecting the jobs for which your school could "target placements," rate the jobs for which there seems to be a high demand. In other words, if you believe there is a relatively equal demand for electronic technicians, carpenters and photographic technicians, what factors will you use to decide the occupations for which you might develop jobs? Consider such factors as pay, hours of employment, general conditions of employment, job duties and responsibilities, promotion potential, entrance requirements, skill transferability, etc. This type of information can be found in the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and an ES publication called JOB-FLO as well as other publications with specific information on jobs in particular fields.

WORDS OF WARNING

You may encounter problems in collecting, aggregating and interpreting the data from labor market information sources that we have discussed here. These data were not all designed for planning vocational education programs, and there are some fundamental differences in the LMI systems design which manifest themselves in several troublesome ways. According to Harrington and Sum (1980), most of the data sources normally used in planning employment programs suffer from one or more of the following types of deficiencies:

1. The data are not always produced in a timely fashion. Data are often relatively out of date when published, reflecting a past condition in the economy but not necessarily representing current conditions.
2. Data are not always reliable or demonstrably accurate. This condition occasionally affects data derived from samples of the population which may not completely count certain minority groups.

3. Perhaps the most common data problem for your purposes is that "mismatch" between the geographic coverage of the data set and the geographic boundaries of the school. This is particularly a problem for regional vocational schools which may cover several labor market areas.

These problems are not insurmountable, however. These LMI resources should be used after some amount of education and with the counsel of available state and local LMI specialists. A responsible search for LMI can help you make reasonable planning judgments about the target groups to serve, the types of occupations to train for and the kinds of training you wish to offer.

ADDITIONAL INFORMATION

To help you in your search for labor market information, we have prepared the following;

1. The addresses of the Massachusetts State Employment Security Agency and the U.S. Department of Labor.

2. An annotated bibliography of some additional reference materials which you will find helpful.

Portions of this section on Labor Market Information were adapted from:

Harrington, Paul, David C. Coughlin and Rhonda P. Bielen. Labor Market Information and the Arts/Cultural Industry, (Artswork Resource Package No. 6, for the U.S. Department of Labor, Washington, D.C.). A.L. Nellum and Associates: Boston, 1981.

LMI RESOURCE AGENCIES:

Research and Information Service
Charles F. Hurley Building
Government Center
Boston, Massachusetts 02114
(617) 727-[illegible]556

U.S. Deparment of Labor
Employment and Training Adm.
Attention: 1TGBD
Room 1712-B
J. F. Kennedy Building
Boston, Massachusetts 02203
(617) 223-7772

ANNOTATED BIBLIOGRAPHY

Dictionary of Occupational Titles, Fourth Edition,
U.S. Government Printing Office, Washington, D.C.

The Dictionary lists nearly all of the jobs in the United States. The DOT categorizes jobs into occupational groups based on similarities of product or service provided. For each job, the DOT provides the main job titles, alternative job titles and a description of the tasks involved in each job. Finally, the DOT provides a numerical coding scheme for comparing and aggregating job information.

Guide for Occupational Exploration,
U.S. Government Printing Office, Washington, D.C.

This guide provides information about the interests, aptitudes and skills required for entry into various occupational groups. The guide is organized into 12 interest areas (artistic, scientific...) and also provides information about occupational duties and responsibilities. Each entry concludes with a listing of the job titles and numerical codes found in the DOT.

Prepared to assist those interested in exploring various occupations, the language of the text is simple. The body of the text is easily read and enhanced with illustrations.

Jobs in the Private Sector: Use of Labor Market Information
A User's Guide with Detailed Appendices,
U.S. Government Printing Office, Washington, D.C.

This short monograph, released in October of 1980, was prepared for the Department of Labor by the Institute of Applied Economics at North Texas State University and the Center for Labor Market Studies at Northeastern University. The goals of the document are to provide a detailed introduction to the sources and uses of LMI and to provide an overview of the issues involved in obtaining additional LMI through employer surveys. The monograph provides a good inventory of the sources of LMI and a useful treatment of the process of using LMI. The discussion on employer surveys is concise and skillfully satisfies the reader's need for information without overburdening with detail. A good select bibliography of LMI is also provided.

Labor Market Information and CETA Planning,
U.S. Department of Labor, Employment and Training Administration,
Office of Policy, Evaluation and Research,
Division of Labor Market Information

LMI and CETA Planning is the title of a training course offered to those directly involved in the CETA planning process. The course notes and workbook by the same name should be available in the ETA Regional Resource Center. If not, your local ETA LMI specialist may have a copy. In essence, the course and workbook attempt to provide the student with a level of CETA planning expertise "...which goes beyond merely satisfying annual grant application requirements..." and to provide planners with a broad range of employment and training planning capability. The workbook includes chapters on labor market structures, labor market information, the geography of labor markets and identification of eligible populations, among other issues. One of the most useful chapters includes an explanation and descriptions of the various traditional sources of LMI. The workbook is written for those with a good overall knowledge of CETA and with some exposure to the employment and training system.

Labor Market and Occupational Information for CETA Prime Sponsor Policymaking, Planning and Program Operations,
Harrington, Paul and Andrew Sum, Northeastern University
Center for Labor Market Studies, Boston, 1980.

This may be the most complete, comprehensive and yet concise work on the subject currently available. Prepared for the National Occupational Information Coordinating Committee, Harrington and Sum have, in something under 340 pages of text and tables, managed to summarize the "state of the art" for labor market and occupational information and make recommendations for improving current systems and data sources. For those with little familiarity with CETA and the nature of prime sponsor planning, the first two chapters will be very useful. For our purposes, the discussion of LMI needs and LMI sources found in chapters 3 and 4 are very helpful. The text is well-documented and easily read by all.

FACTSHEET ON PRIORITY POPULATION PLACEMENTS

What problems are women having in nontraditional occupations?

According to one state study:

1. Difficulty or inability of male coworkers to adjust to women employed in nontraditional jobs.
2. Harrassment from foremen or supervisor.
3. Difficulty with the physical aspects of the work.
4. Sex discrimination in pay.
5. Lack of acceptance by male coworkers (coldness and hostility).
6. Sexual harrassment and propositioning by male coworkers.
7. "Dirty tricks" played on women workers by coworkers.
8. Unwillingness of male workers to teach women skills needed for the work.
9. "Survival testing" or assigning women much more difficult work than is normally assigned in an effort to get them to quit.
10. Verbal disrespect by male coworkers.
11. Lack of separate toilet and shower facilities for women.
12. Lack of deserved promotions for women.
13. Inaccurate evaluations of work by supervisors.

Source: Bureau of Women. Forty-six pioneers: Louisiana women in nontraditional jobs. Baton Rouge: Louisiana State Department of Health and Human Resources, 1977, pp. 25-26. (ED 150 432).

What problems are men having in nontraditional occupations?

1. A male flight attendant gets wolf whistles from male airline passengers.
2. A male hotel maid's father laughed when he heard about his son's job.

Adapted from Sechler, J., Unlocking Nontraditional Careers: Enhancing Placement.

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3. After a male nurse was admitted to nursing school, there was a tendency at first among other nurses to treat him like an orderly.

4. A male elementary teacher says men are still denied elementary school positions and are placed in the upper-grade classrooms to provide help with discipline.

    Source: Now men are going for "women's jobs." U.S. News and World Report, October 16, 1978, 85, pp. 97-98.

According to Glamour:

5. A male nurse is kidded because of the assumption that he is homosexual.

6. A flight attendant receives a cool reception from passengers.

7. A male receptionist is not respected because the job is not considered vital for a man.

    Source: When the secretary (or the receptionist or the nurse) is a man. Glamour, September 1980, 78, pp. 178-182.

How does nontraditional work experience differ for men and women?

According to a study reported by Psychology Today:

1. Women nontraditionals wanted to be viewed as equal in ability to their male coworkers. Men nontraditionals wanted to be viewed as superior in certain stereotypical ways to female coworkers.

2. Ninety-two percent of the male nontraditionals discussed future expectations and plans for advancement with someone in the company compared to 24 percent of the female nontraditionals.

3. Traditional male coworkers thought that female nontraditionals might need special help. Traditional female coworkers frequently wondered why any man would choose such work as theirs.

    Source: Pink-collar men and blue-collar women. Psychology Today, June 1979, 13, pp. 31-32.

What objectives do employers sometimes raise to hiring handicapped vocational education students?

1. Insurance rates will increase.

    In fact, neither Workers' Compensation nor group insurance rates are affected by employment of the handicapped. Rates are based on employers' accident records and the types of activities in which they are engaged.

The ES can help employers by distributing literature concerning Workers' Compensation legislation and second injury laws as they relate to the handicapped.

2. "Handicapped people will have higher absenteeism."

   In fact, selectively placed handicapped workers as a group exhibit lower absenteeism than other workers, and are also more job-loyal, that is, less likely to resign, than other workers.

3. Accidents will increase.

   In fact, selectively placed handicapped workers enjoy slightly lower industrial accident rates than non-handicapped workers.

4. We require a physical exam and this will rule out handicapped workers.

   In fact, any examination which automatically excludes handicapped workers is unnecessarily restricting the employer's access to qualified employees. It may also be a violation of affirmative action requirements.

5. We don't have time to give special help to handicapped workers.

   In fact, since referrals are made on the basis of ability and qualifications, handicapped workers generally do not need or expect special attention. Self-reliance is at least as prevalent among handicapped workers as among non-handicapped persons.

Adapted from: Placing Handicapped Applicants: An Employment Service Handbook, U.S. Department of Labor.

Visually Impaired Workers

Definition

Workers within this category are severely limited in their ability to see. They possess an impairment which even when corrected, adversely affects their work performance.

Classification

Federal legislation classifies visually impaired persons in two groups:

1. Partially sighted -- even though this person has corrected vision, he/she still needs equipment, and facility modifications to function within the job environment up to his/her potential.
2. Blind -- with this person, the visual disability is so severe that he/she must depend, to a large extent, upon his/her sense of touch and hearing to be able to function.

Characteristic Behaviors

Workers who are visually impaired may display one or more of the following behaviors:

- shuts or covers one eye, tilts head or thrusts it forward when looking at objects
- appears clumsy, careless, awkard
- rubs eyes excessively
- displays sensitivity to bright lights
- blinks more than usual, tears often
- holds books or small objects close to eyes
- stumbles or trips over small objects
- has red-rimmed or swollen eyelids, inflamed or watery eyes.

Suggestions for Working with Visually Impaired Persons

- Make sure that the person is seated where s/he can hear you clearly and is provided with good lighting.
- Provide an opportunity for the worker to explore the office or shop area to become familiar with the positioning of furniture and equipment. Be sure to inform this worker if any changes in the physical environment occur.

- Provide additional materials of larger than ordinary size and auditory modes of instruction whenever possible (e.g. instruction manuals, tape recorded instructions).

- Avoid raising your voice, a commonly occurring error. The visually impaired are not hearing impaired.

- Describe what you are doing when demonstrating. Be sure to avoid vague terms (e.g., open this here).

- Show how physical objects can be distinguished from each other through tactile examination.

- Use braille material whenever possible.

- When discussing anything, be sure to describe completely and in detail.

- Encourage other workers to help this particular worker if necessary. Initially, you might want to pair this new worker with an experienced one.

- If equipment is involved, use auditory instead of visual warning signals and install guard plates in power equipment. Use braille controls, raised markings (e.g. dots of glue).

- Whenever possible, order specially designed tools (e.g. brailled ruler, audible electronic level).

Hearing Impaired Workers

Definition

These persons possess a sense of hearing that acts as an inhibitor to success in a job setting.

Classification

Federal guidelines define and classify hearing impairments in the following manner:

1. Deaf -- a hearing impairment so severe that it adversely affects a worker's performance so that with or without a hearing aid, the person is unable to hear and recognize all speech sounds.

2. Hard of Hearing -- a permanent or fluctuating impairment where the worker can hear and understand speech only with difficulty. The speech must be loud and the person must use a hearing aid, lip read, or use sign language, as a back up system.

Behavior Characteristics

Workers who are hearing impaired may display one or more of the following behavior:

- Use "What?" often
- Show difficulty hearing in a group
- Hold head in a strange position when spoken to or may turn one ear to the speaker
- Display inattentiveness especially when auditory activities are occurring
- Omit certain sounds from words, substitutes others, or mispronounces simple words
- Often have earaches or colds, has swelling in or around the ears
- Are unable to discern which direction sound comes from, and may be unable to tell who is speaking in a group
- Ask frequently to have things repeated
- Frequently do not respond to questions.

Suggestions for Working with Hearing Impaired Persons

- When verbal communication is essential to the job at hand, make sure that the person is positioned advantageously both in the work environment and when participating in a group. It is essential that this person be able to see the lips of everyone involved in the particular activity.
- Make sure the person is paying attention to you when job assignments, work instructions or other important activities are being discussed.
- When presenting new information or asking questions, always face the person, articulate clearly at normal speed, and in a natural tone. Be careful not to stand with a light source or window to your back. Use your expression and motions to show emphasis and feelings.
- When writing notes or information on a blackboard, write without speaking, then turn and speak directly to the person.
- Try to cut down on extraneous external noise as much as possible, this can sometimes adversely affect the work environment or any other situation for the hearing impaired person.

- Make use of as many visual aids and written materials as possible when giving job instructions. If the job at hand is complex, provide additional outlines, lists, etc. to supplement instructions.

- Initially pair the hearing impaired worker with an experienced worker and encourage a sharing of techniques and experiences.

- If equipment is involved in the learning situation, install a light next to a switch which indicates that machine is in use. Also connect light signal to typewriter bells, class bells, fire alarms, and other emergency indicators.

Speech Impaired Workers

Definition

Within this group we find workers whose speech is so defective that it calls attention to itself, interferes with communication or causes the person to be maladjusted. Within this group, we might find a person who understands the English language but possesses a defect such as stuttering or we might find a person who uses non-standard English but does not posses any speech defects.

Classification

Speech defects may be grouped into the following categories:

1. Disorders of articulation -- involves substitution, omission, distortion, and/or addition of sounds. For example, substituting "w" for "r" or "th" for "s". Consonants are often dropped from the beginning, middle, or endings of words, making speech almost unintelligible. Distortions occur when an attempt is made to approximate a specific sound.

2. Disorders of the voice -- includes problems with vocal quality, pitch and intensity. For example: a hoarseness, breathiness, huskiness, or nasal twang are associated with defects in vocal quality. Pitch is often related to problems of the development of the larnyx. Intensity of the voice may reflect lack of control of vocal power, attention seeking, immaturity, or insecurity.

3. Stuttering -- considered a disorder of rythym or fluency where the disfluencies occur as involuntary and abnormal repetitions.

4. Delayed speech -- occurs when person does not develop speech appropriate to his/her age level or develops only partial understanding of vocal expression/language. This can happen when there is some form of central nervous system damage after language has begun or prior to the development of language (called aphasia).

5. Cleft lip and palate -- a condition which results when during the second or third months of pregnancy, bone and tissue of palates fail to fuse. It is possible that this condition includes nasal emission, hypernasality, and misarticulation.

6. Disorders associated with impaired hearing -- depends upon the severity and kind of hearing loss. There may occur omission, disruptions of sound in high frequency range, poor discrimination between sounds, and omissions and indistinctiveness of word endings.

Characteristics of Speech-impaired Persons

One might find a worker of this group:

- Stuttering
- Speaking with a nasal twang quality which might produce something like "spring has cob," instead of "spring has come"
- Substituting "w" for "r" such as "wide" for "ride"
- Adding vowels between other syllables such as "on-a-the chair"
- Displaying a huskiness, hoarseness, or breathiness in the production of sound
- Speaking in a high pitch, or excessively loud or soft
- Speaking in patterns which indicate mismatched speech patterns and chronological age, and only a partial understanding of language or vocal expression
- Speaking unusually slowly or very quickly.

Suggestions for Working with Speech Impaired Workers

- Be careful with your language style and ennunciation.
- Do not ridicule or call attention to any speech problem the person may display and acutely discourage your other workers from doing so.
- Create an atmosphere which the person may feel comfortable. Initially, you might want to ask questions which elicit one word answers.
- Be sure to pay careful attention when this worker is speaking.

Orthopedically Handicapped and Chronically Ill Workers

Definition

Workers within these categories possess health conditions which inhibit their mobility, vitality and alertness. Their health conditions interfere with their ability to function within a regular job setting.

Classification

Included within this category are neurological disorders, misformations of the spine, loss of limbs, muscular diseases, epilepsy, tuberculosis, blood diseases such as hemophilia and leukemia, allergic conditions such as asthma, and chronic diseases such as diabetes.

Characteristics

A worker within this category may possess one or more of the following:

For Orthopedically Handicapped

- Lack of motor control
- Absence of a limb
- Slow movement because of pain within muscles, joints, limbs.

For those who are chronically ill:

- Absence from work frequently
- Tired, thin, sickly appearance

Suggestions for Working with the Orthopedically Handicapped:

Usually only limited job site modifications or work techniques are necessary for this group of persons. As individuals they have probably experienced the sense of exclusion caused by limited mobility within the community and may have difficulty perceiving themselves as part of a group or team. They may also have been rejected by family, peers, teachers, and other individuals because of the unattractiveness of their disability. You might want to:

- Work to develop a positive attitude toward this person and spread this feeling throughout the work setting.
- Familiarize the new worker with the job environment and its facilities.
- When teaching new jobs, making presentations, or conducting demonstrations, be sure that this worker is able to see and hear what is occurring.

- Assign tasks with realistic goals.

- Assign tasks that will produce positive reinforcement and the development of self-worth.

- Acknowledge that the worker is an individual in his/her own right.

- Work with others within the job setting to familiarize everyone with the problems an orthopedically impaired person might experience.

- Use adaptive hardware to meet the very special physical needs of this group (e.g. for a poorly coordinated worker, an arm rest for the typist's hands might be used to prevent the worker from inadvertly striking keys, or if the work station puts tools or supplies out of reach, either provide a tool so that the person can gather in items or reorganize the tool and supply areas so that other physical accommodations will not be necessary).

Mentally Retarded Workers

Definition

The definition accepted by the American Association of Mental Retardation is that mental retardation:

> refers to significantly subaverage intellectual functioning existing concurrently with the deficits in adaptive behavior, and manifested during the developmental period.

Thus, according to this definition, three criteria must be met. Subaverage intellectual functioning is usually determined by an intelligence test with a score falling more than two standard deviations below the mean. This index must be coupled with deficits in the rate of development of sensory-motor skills, self-help and communicative skills, academic achievement, socialization, and economic adjustment. The index and deficits must also manifest themselves during the first 18 years of life. This is the period during which potential is assessed and if these indices occur at this time, they serve to distinguish mental retardation from other disorders.

Classification

The simplest way to classify mental retardation is by educational potential.

1. Educable mentally retarded. Individuals within this category usually test-out at an IQ of 50-70. Physically, they appear normal for the most part and function intellectually at approximately one-half to three-fourths the normal functioning levels of other people. They can be expected to attain somewhere from a second to seventh grade level in

academics and can be trained to work at unskilled or semi-skilled jobs. The people within this category at the lower range of IQ may need special assistance to effectively adjust socially and economically.

2. Trainable mentally retarded. Individuals within this category have been tested with an IQ of 30-50 and function at an intellectual level of one-third to one-half the functioning level of other people. Many of these individuals will look physically different with respect to facial and/or physical characteristics. Many will have physical and/or sensory impairments. Most of these individuals can be trained for employment which requires single skills and where adequate supervision is provided. Most are capable of economic sufficiency especially in a sheltered workshop setting.

3. Profoundly mentally retarded. These individuals function at an IQ level of below 30, these persons are most often completely dependent upon others for their existence. Very often they are placed into institutions very early in life.

Most recently, the care and treatment of these individuals has assumed a different thrust. Behavior modification and environmental stimulation techniques are being used to help these individuals develop a moderate amount of independence within highly supervised environments.

Characteristics

Because the profoundly mentally retarded person will not be found within the employment system, an examination of the common characteristics of only the educable and trainable retarded person will be addressed. In Massachusetts, programs to move persons from intensive care state hospitals into community and family situations have made it essential for CETA and human services organizations and industry to deal regularly with mentally retarded persons. One might find a worker within these groups:

- Becoming easily distracted-constantly looking around the room.
- Easily forgetting things previously learned.
- Tripping over things, walking awkwardly.
- Not completing assignments.
- Displaying behaviors atypical of his/her chronological age.
- Acting impulsively or immaturely.
- Using short, incomplete sentences.

Suggestions for Working with Mentally Retarded Persons

- Make use of instructional materials designed for the slow learner.

- Modify your interview process to meet the needs of the slow learner.

- Remember that interest and motivation are critical issues in the learning process for this person -- try to involve him/her in the employment process from day one.

- Perform a task analysis which breaks each skill into its component parts. When learning the job at hand assure that the person masters each sub-task before proceeding onto the next sub-task -- thus eliminating the possibility of the person feeling overwhelmed.

- Allow extra time to complete assigned work or task. If the task is taking too long to complete, then you may have to break it down into smaller components. Reinforce performance often.

- Overteach. Even if the worker seems to have mastered a skill/specific task, require the person to practice what was learned.

- Repeat instruction often. Do not assume that the person has mastered a task.

- Deal in concrete terms -- try to eliminate abstractions from instruction.

- Present job instructions in a well-organized manner.

- Repeatedly ask questions during the learning process to insure the person is keeping pace with you and other workers.

- Speak to this worker as though you were speaking to anyone else. Be careful not to "talk down" or treat this person as a small child.

Emotionally Disturbed Workers

Emotionally disturbed persons display a wide variety of behaviors. The persons with behavioral disturbance patterns which are less severe in nature, can be likened to a socially maladjusted person who might either withdraw or display overtly aggressive behaviors.

The remainder of the persons within this category are severely disturbed and display behaviors much more severe and extended in duration.

Severely Emotionally Disturbed Persons

Definition

Persons within this diagnostic category display uncontrollable psychotic-like behavior that is out of touch with reality, often bizarre. Their behaviors are a way of life for them, and reflect the way they see the world.

Classification

Psychosis refers to a severe emotional disturbance and has been divided into the following three types by the practitioners:

1. Childhood schizophrenia -- a condition in which the child displays a high degree of isolation and an inability to relate to others very early in life (age one or two).

2. Infantile autism -- a condition very similar to childhood schizophrenia but one that is more severe in nature and is manifested by the child at birth.

3. Childhood symbiotic psychosis -- a condition which typically occurs in the two-to-five year age group where such children are unable to detach themselves from their mothers and achieve independence.

Characteristics

An individual within this diagnostic category may:

- Impose self-isolation
- Insist obsessively on preserving sameness (repetition of behaviors, sameness of environment)
- Be unable to relate to others
- Communicate poorly
- Demonstrate narrow interests
- Become easily frustrated
- Display bizarre behavior
- Frequently appear unhappy and depressed
- Be prone to angry outbursts
- Be overly self-critical
- Repeat what is said by others verbatim
- Act awkward -- display disorders of mobility
- Act repeatedly disruptive

Suggestions for Working with Emotionally Disturbed Persons

- Provide a socially supportive climate within the job environment (try not to critize the person when in the presence of peers).
- Clearly define specific behaviors and their consequences. Be consistent with your limits and responses.
- Minimize failure, maximize potential for successful experiences.
- Give feedback regularly concerning progress. Be especially alert for opportunities to praise this person.

Learning Disabled Workers

Definition

Persons found within this category have difficulty processing input and output in the visual, auditory, motor, attending, and conceptual domains. They are not mentally retarded and usually do not possess other major handicapping conditions, nor do they have any impairment of the basic sensory organs. These are persons who perceive letters, numbers, or symbols in a disturbed fashion but have normal vision. If asked to copy the word "black" they might copy "balck" without being able to tell the difference between the two words. They might distort what they hear. For example, if asked whether "note" and "nope" are the same or different words, they may say they are the same.

Basically, these are the persons who manifest the disorder in one or more of the basic psychological processes of understanding or in using spoken or written language.

Classification

One of the ways of grouping these persons is according to the area of learning or the behaviors where the disability occurs. One such system involves general groups of learning disorders:

- Visual
- Auditory
- Motor
- Attending
- Conceptual

When examining language and motor problems, one has to ascertain if the problem occurs when the person is processing input, output, or both. With learning problems, one has to identify the problem as receptive (reading and comprehension of spoken and written and quantitative concepts) or expressive (writing, talking, and calculating), or mixed (reading, writing, understanding, and talking). Further, one can break the problems down into the auditory or visual mode of communication. Nonverbally, problems can occur in understanding (receptive) and using gestures (expressive).

Characteristics of LD Persons

The most cited visual characteristics of persons with LD are the following:

- With the visual domain, the person :
  - Has difficulty discriminating between objects of different size, position in space, color, texture, and number of items;
  - Is clumsy, has coordination problems, often bangs into things;
  - Has limited attention span for visual tasks, seems easily distracted;
  - When reading, tends to skip words and even lines, chops off endings of words;
  - Cannot evaluate visual input;
  - Has difficulty with written instructions but can follow verbal instructions;
  - Holds head very close to what is being read;
  - Cannot distinguish between words that look alike, might repeat or omit words when reading, forgets things he/she has seen;
  - Reads in a word-by-word fashion;
  - Is unable to follow moving objects smoothly with eyes;
  - Rubs eyes often; and
  - Has difficulty gauging spatial relationships, written work is often messy.

For this person, a loss of interest and motivation can occur. The person works hard, often trying not to let the supervisor know about his/her problem, has difficulty succeeding, receives a minimal amount of rewards for what is often maximum effort and consequently becomes discouraged and loses interest and motivation.

- With the auditory domain, the worker:

  - Speaks too loudly or too softly;
  - Cannot distinguish between background noise and job-related sounds, is easily distracted by noise;
  - Is unable to remember what is discussed;
  - Has difficulty following simple oral instructions, misperceives what is being said (eg. when the supervisor says "take the map out of the desk," the worker might hear "take a nap on the desk");
  - Appears straining to see what is being said;
  - Is hyperactive and displays motor behavior which is not appropriate to the situation or task involved and is disruptive to the rest of the workers;
  - Often cannot locate source of sound, and
  - Displays difficulty in maintaining interest and attention during work periods.

- With motor domain, the person :

  - Is clumsy, trips, and bangs into things;
  - Often needs support when standing;
  - Has difficulties when drawing, writing, printing, copying and often finishes work last or late;
  - Is unable to plan organization of work on paper (e.g. may cramp writing into one corner of sheet);
  - Displays writing which is uneven, cramped, very small;
  - Has difficulty using large and small muscles in a coordinated smoothly conditioned fashion; and
  - Must work harder to accomplish the same amount of work as other persons (fatigue may set in after completing a task and the person may appear lazy when asked to complete subsequent tasks).

Timed or high pressure assignments are difficult for this worker. Two dimensions are found operating: neatness and promptness. Many times the worker must sacrifice one dimension for the other. He either submits a sloppy piece of work on time or a neat piece of work which is not complete.

- With the attending domain, the person:

  - Has a great deal of difficulty focusing on a task and inhibiting inappropriate responses to internal (hunger, pain, etc.) and external (noise, light, etc.) stimuli;
  - Appears to be more interested in what is occurring around him/her than in getting work done;
  - Tends to respond to every noise (e.g. if a car door is closed outside, the person might quickly look at the window); and
  - Displays hyperactivity, moves around a great deal.

A distinction must be made here between interest distractability and auditory, visual, etc. distractability. A person who is just not interested in the subject at hand and displays some of the above behaviors is quite different from the person who might be interested in the subject at hand and is unable to pay attention. The LD person with attending problems would be able to work if he/she could attend long enough.

- With the conceptual domain, the person:

  - Has difficulty putting thoughts and feelings into words;
  - When speaking, will often beat around the bush because is unable to think of words to describe things;
  - Can deal with concrete terms, unable to deal with abstractions (cannot use concepts relating to feelings and emotions);
  - Prefers working on non-verbal activities; and
  - Is unable to classify things verbally (e.g. if asked to name the pieces of furniture you might find in a living room, this worker would experience varying degrees of difficulty.

Suggestions for Working with LD Persons

- With problems in the visual domain, you may find it helpful to
  - Rely on describing how to do a job in addition to showing how to do a job when giving instructions;
  - Allow extra time for worker to finish job if necessary;
  - Explain job components orally, try not to use diagrams, pictures, etc;

- With problems in the auditory domain, you may find it helpful to:
  - Use maps, diagrams, drawings, etc. when giving job instructions;
  - Make sure you speak clearly;
  - Use simple grammatical structures and speak slowly;
  - Make sure person is paying attention when you are giving instructions -- a simple tap on the shoulder may accomplish this objective; and
  - If appropriate, in the work situation employ programmed instructions since this instructional technique does not require listening skills.
- With problems in the motor domain, you may find it helpful to:
  - For a job that requires writing or copying, use paper with lines spaced farther apart than normal;
  - Give the worker the option to dictate reports/letters rather than write them;
  - Allow an additional amount of time to complete a task when there is a great deal of writing or copying required; and
- With problems in the attending domain, you may find it helpful to:
  - Minimize any and all competing stimuli to the task at hand (consider rearranging environment if necessary);
  - Remove all unnecessary distracting materials;
  - If possible and appropriate, use cubicles as a working environment;
  - Assure that the worker is placed physically within the setting where there are the least amount of distractions between the worker and the information/work/processes being performed;
  - Eliminate all unnecessary noise (use ear plugs if the task does not require hearing);
  - If the internal distractor is hunger, assure that the worker receives something to eat at critical times;
  - Make sure the seating and work station arrangement is comfortable; and

  - Accentuate stimuli to which the worker is supposed to attend (e.g. increase lighting, use materials with high appeal, bright colors).

- With problems in the conceptual domain, you may find it helpful to:

  - Not use ambiguous words -- use concrete terms when giving job instructions or in the interview setting;

  - Choose a level of communication with the person's ability level; and

  - Use visual demonstrations, incorporate gestures with words when delivering job instructions.

Tape Script II-3
Cassette 2, Side 1

OPTION B--RECRUITERS
(What a carpenter's apprentice coordinator
has to say about women nontraditionals)

Judy: Bob, what is your position with the Carpenter's Union?

Bob: I'm apprentice coordinator for the Carpenter's Union for the Capital District Council of Carpenters for 31 counties.

Judy: When did you first encounter a woman wanting to become a carpenter?

Bob: To answer your question, the first girl to come into our apprenticeship program was a transfer out of Dallas, Texas. This coming year in April she will graduate and complete her four-year apprenticeship program.

Judy: Do you find it makes any difference at all for them whether they are in the program as the only nontraditional or if they have someone else also a nontraditional involved?

Bob: I think it was mostly everybody hates changes, and after the first year I think it sort of seemed like things sort of fell in place. In fact, the girl spoke of a minute ago that came out of Texas--we feel very fortunate that she could adjust and get along with people. And this is what it takes. It takes somebody that has the right personality to get along with others and be able to cope with the situation. She did a fantastic job.

Judy: What has your track record thus far been with women apprentices? Have they all stayed in the program?

Bob: In Columbus, we've had a total of three dropouts out of twenty. We have tried to sit down with our people that we have taken in and given the bitter with the sweet, so to speak, so they have a clear understanding. You give them a lot of false hope--I think this is where you have a big dropout, and I think this is why we've been fortunate that we haven't had the dropouts that some areas have.

Judy: You have provided, then, this kind of introductory...

Bob: It's not fair to the girl going out and not knowing how to hold a hammer, saw a board; it's not fair to a contractor to send a girl out there and he has to pay her seven dollars and something per hour for just starting to work. So we feel that there has to be some provision made for these young girls to know what's happening.

Judy: Was there any kind of statement made to prepare the men for there being women on the job?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-3
Cassette 2, Side 1

Bob: I went to the various locals in our district council and enlightened the men of the rules and regulations handed down by our federal government that eventually on any federally funded jobs there will be "x" number of women, and we tried to pass the information on to them and prepare them mentally. So far, we've had very good response. You know, some men were a little bit reluctant. And these are young women, so there was a little bit of static even from the wives. We felt that communication is our best asset. We felt that if the people were informed that--and mentally prepared for this--then we were halfway home.

Judy: Could I ask you, from your vantage point, heading up the apprenticeship program, what your initial feelings were about admitting women?

Bob: I had second thoughts to be honest with you. I did, because a carpenter has more of the work than any other craft. I had second thoughts about a woman especially petite, a small-type girl being able to do this kind of work.

Judy: I'm wondering if, in the past years since 1976, your views have changed at all about women entering carpentry?

Bob: Yes, I'd have to say they have, because the gals have proved themselves. Why, in fact, we had one young lady we put in our program in the millwright's this past summer. I thought that I would get a lot of static from our members, but the young lady's working out well. She, again, she's been the type person that has the personality where she can get along with men. She shows that she wants to learn the program, she wants to be a millwright and she is very sincere. She has two children to support and she feels that this is her way that she can make a very good pay check each week, plus learn a trade. A lot of girls don't like being behind a desk all day, they don't like punching a typewriter. And so I feel, like I say, they changed my mind completely because I felt that it would never work out, I really did.

Judy: Are the initial problems that women apprentices face primarily that of familiarity with the tools?

Bob: Well, yeah, it, when it starts out it's true.

Judy: Are there any other important initial problems they have to deal with?

Bob: If you have somebody that's been in the trade quite a few years and he is the type of individual that's willing to teach a woman what he knows, this is another asset to the young ladies too. This is what we've tried to do in the past. Maybe this is, again, why we've been successful as we have been because we've been able to place these people in jobs and with individuals that would help them.

Judy: Would you say that the curriculum for women apprentices is different from the men's?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-3
Cassette 2, Side 1

Bob: Oh, no. We teach the same thing. We teach the same thing, and we also try not to show any partiality as far as placing them on a job. If we have a worklist down at our union hall and when their name comes up on a list, whether it's out here starting a new building or working on a convention center, hanging dry wall, acoustics--whatever might be--we send them on.

Judy: Do you, in effect, recruit for women to enter the apprentice program?

Bob: Not directly recruit. We place an ad in the newspaper for two days and it clearly specifies that there is no difference. Whoever makes application, if they come in, pass the test, then they are accepted. In the past, we have had a very good relation with Urban League here. They have several nights of school for these people. We've found in the past that the people that we get from Urban League have really been successful.

Judy: Have you been in contact with vocational schools as a source of women apprentices?

Bob: We send letters out to all the vocational schools when we open up our program, so they are aware that the program is being opened.

Judy: Do you have any advice for vocational educators regarding their preparation or recruitment of women into this field?

Bob: Somebody has to get across to these young people that they should take math. If you can get to the young people in high school, like I said a little while ago, when they get at seventh, eighth, and ninth grade are the people we should be talking to. I have had several teachers inform me that what they've found is when somebody like myself, somebody actually in this business, comes in and explains to the people what they should be taking, why they should be taking it, it seems to leave more of an impression on them.

Judy: By the time a woman has completed the apprenticeship program, does she hold her own with other workers?

Bob: She should be able to, but, again, a percent of them never will. It's the same with men.

Judy: The woman you spoke of from Texas who is completing your program--she is a rather important person, then. In terms of how she works out, attitudes may be shaped.

Bob: That's correct, in fact we're very fortunate to have her. We are very proud of her and we feel that she has been an asset to our program. She's been an asset to a lot of girls coming into the program because she's sort of cut the path so to speak and it's broke the ice for a lot of people having girls on the job.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-3
Cassette 2, Side 1

Judy: If the federal pressure were off to admit women, from your experience of the last few years would you still allow a woman to enter the apprenticeship program?

Bob: Oh yes. I would because I think again like I say, where we've had people like Raye Hyatt, they have proven themselves, and we feel that they've done well. And, like I mentioned, some of the girls are doing better than some of the young men.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-5
Cassette 2, Side 2

OPTION C--NONTRADITIONALS

(What a woman carpenter's apprentice has to say about her work role.)

Judy: Good morning, Raye. I understand that you have a nontraditional job. Would you explain exactly what that is?

Raye: OK, I joined the apprenticeship program--will be four years June 1, 1981--in which I, the apprenticeship, you go to school two nights a week to learn the trade, the skill of your tools, blueprint reading, estimating, a finished carpentry and also a rough carpentry. And I have worked on various jobs, different employers. I've worked on jobs from dry wall to metal work, acoustical ceilings, to wall partition, to hardware, doors, door frames, and fixture work at Lazarus. I worked there putting up showcases before their Christmas rush.

Judy: When did you become interested in a nontraditional career such as carepntry?

Raye: I've wanted to be a carpenter since I was 12. My grandfather was a finished carpenter, and I used to work in a shop, workshops in the summer, my summer break.

Judy: Did anyone try to discourage you from pursuing carpentry as an occupation?

Raye: Oh, you will get this in every trade in every profession, I will say. But a lot of the men that I have worked with have worked with me, and they have been a great help. Most of my friends are construction workers now; they lend a hand.

Judy: What other kinds of jobs have you had before you got into carpentry?

Raye: I was a secretary and a dispatcher for the police department.

Judy: So you have worked with men in other capacities as well. What skills or experiences have helped you in this occupation? I suppose working with your grandfather.

Raye: Yes, definitely. He showed me how to run a power saw and various things like this because they are very dangerous! And, one good thing you get, they normally put apprentices with journeymen. They will teach you as you go the safety on the job and how to use a ladder properly and your hand tool. This is your hard hat and things that you will need.

Judy: Was it difficult for you to get into the apprenticeship program?

Raye: No, not if you know your math. It's very important to have a good knowledge of math. You have to take your test, and you have to make 70 or above to even be accepted.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Judy: How would you compare your qualifications to a man's for the work you do?

Raye: Equal. Definitely, it has to be. If it's not, you are not going to get a job.

Judy: Do you feel limited in any way doing the work you do because you are a woman?

Raye: I have never put myself in that position to be limited. I would say I would not get involved in something like form work construction. It is heavy work.

Judy: A lot of lifting you mean.

Raye: Yes, a lot of lifting. But there is a lot of work a woman can do very well at acoustical ceilings, finished carpentry--excellent.

Judy: Without intending to be in any way sensational about this, I would like to ask you if you have experienced any difficult time on the job because you are a nontraditional and if you would be willing to share a little bit of that experience on how you dealt with it.

Raye: Oh, that would be hard to say. The only thing I would have to say is there are some people who don't understand, and they will try to make it rough for you at first. But I think I've opened this--I would say like frontier, to women. I'm not just saying this, because I have seen this. Most of the women that has joined the carpentrying in the past year have really had a lot of great changes, and they are not going through what I did.

Judy: Did you have any survival testing, asked to do tasks that a man might not be asked to do, just to see how serious you were?

Raye: No, I think I went through the apprenticeship my first year like every carpenter does. You get the installation; you get the work that the journeymen don't want, and that is traditional.

Judy: Whether you are male or female, right?

Raye: But that is traditional. They just want to see if you are willing to learn. If you will do that, then they see that you are really willing; and they will put you on with another carpenter.

Judy: What advice would you give to other women who are considering a nontraditional career?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Raye: I would suggest speaking with other carpenters or electricians on the job. Find out what they have to say about it. I don't think a woman 90 pounds could do it. There is a painters union, and maybe that woman could be a good painter; but I think you have to be able to pull your weight. You have to be strong. And I think she would have to just talk to other people about it to see if that type of work is for her because the facilities aren't like a secretary's facilities. It is a dirty, dirty work. You can get dirty on the job.

Judy: What would make it easier for women to go into nontraditional careers, or do you feel that it is pretty easy now?

Raye: Well, I would say high school--if they have some type of trades in high school for them to take. A carpenters shop—I think that would be an excellent start.

Judy: What is the hardest part about being a nontraditional worker?

Raye: Acceptance.

Judy: Like coworkers.

Raye: Definitely.

Judy: And what is the most enjoyable about being a nontraditional?

Raye: Coming back in about five years and seeing the work. You know, you were a part of that building.

Judy: I'm wondering--you mentioned worker acceptance was the harder part—and I'm wondering if communication skills have been a real key to your success?

Raye: Yes, we do have a steward on the job, and he takes care of all your personal problems. And if I have any, I just go to him and he straightens them out for me. Now there have been a few men I could not work with, and I have stated this. And I was put with somebody else I could work with. But you are going to get that with men--some men don't work with other men.

Judy: Have you experienced any sexual harassment at all?

Raye: Oh, not really. I wouldn't say that. I've been real careful about this. I try not to tell a man how to talk moral-wise, and the way I look at it--I don't have to listen. If they are taking a break and the men want to talk men business, I can just get up and leave. I don't have to listen to it.

Judy: What would you say to vocational educators and employers in regard to nontraditional employees or students--advice that you might have for them—alleviating their doubts about whether we should take nontraditionals seriously?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

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Raye: I think they should because I have seen women in the trades that have really contributed a lot to that work, to their work. And especially in finished carpentry, a woman is very neat with her work. And I would just say to employers to give that woman the opportunity to prove that she wants to be a carpenter or not. Or any other trade. I feel like it's time now that we do need the opportunity to learn because times are changing, and we all know now that the man isn't the only one to bring the paycheck home. There is just one thing I would like to add. I would like to say good luck to all of them. The women out there who want to go in the trades. And I would like to say just don't look at the good pay because it is hard work--you have to buy all your hand tools and you have to wear the proper dress clothes, proper boots. You have to, a lot of times, you have to wear support hose, and you have to buy arch supports for your shoes because you are walking on concrete 8 hours a day. If you try to develop the skill and in the long run you will really be amazed at what you accomplished. It's really something. I love working with my hands, and I like to see what I have produced. And, like I said, one day I will be able to build my own home.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

OPTION E--TRADITIONAL COWORKERS
(What a male carpenter has to say about a female coworker)

Judy: Ed, what is your occupation?

Ed: I'm a carpenter.

Judy: How long have you been a carpenter?

Ed: Oh, for the past fifteen years.

Judy: Is this your first experience, working at the hospital site, working with a woman?

Ed: No, I worked with a woman on a convention center. In fact, it was the same woman that's working here on the hospital.

Judy: How did you feel about women entering this occupation at first?

Ed: I think it's great. I think everybody should be given the opportunity. I think the women should be given the opportunity. I don't know whether I would want my wife working; but I think if the woman thinks she can do the job, I think it's great.

Judy: Has there been any kind of change in your attitude about women in this nontraditional trade over the course of time and experience?

Ed: Yes, over the course of time there has been a little bit of a change in my attitude towards it, because sometimes you come into a position or a situation where a woman can't handle the job or she can't lift as much as a man. That's probably a little disadvantage that she has in the field. As far as her being able to interpret the rules, the prints, or read a ruler, do the other functions of a carpenter, I believe she can.

Judy: Have their performance surprised you at all?

Ed: Yes, some of them have. Well, you have lazy men and you have lazy women, but most of the women are doing their best to outperform the man.

Judy: Why do they want to outperform the men, do you think?

Ed: I don't know whether they want to. I think they are just trying to show that they can do just as much.

Judy: Can you describe any problems there may have been at first when the women started working at a construction site?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Ed: There were several problems. One of the problems--main problems--would be restroom facilities. There is no separate maintenance--usually a general contractor doesn't have a specified area for women or for men. The women have to use the same restroom facilities as a man. In one way that is good, and in one way it's bad because if there is no lock or key on the door--and no way for her to close it or a man to close it--it can be a little bit embarrassing. That's about it, I think. That's about the only disadvantage that I can really see other than I know the exterior type of a construction worker is supposed to be beer belly and loud mouth and cursing all the time and smoking a cigar. But that's not really so, and I think the women have made the men act like men, instead of a stereotype construction company worker.

Judy: Do you think there was any survival testing, or pranks pulled, at first just to test the women's sincerity?

Ed: I'm sure there was. I haven't come across any, but I'm sure there were.

Judy: If there was any of this survival testing, how do you think that problem has been resolved?

Ed: I don't know if it has been solved, but I think as the work progresses--and as the woman works with the man--I think they can see whether she is capable of doing the job or not. And if she is, then they will accept her. There won't be any qualms whether she's a woman or a man. Just so long as she can pull her own weight. And tricks. There were some tricks pulled on some woman, I have to say this, down in the convention center. It was one particular girl, and they wouldn't let her eat in the lunch room with them. And they gave her a hard time, but I think she's all right now. I felt kind of sorry for her, but they were trying to ostracize her.

Judy: Do you think she contributed to that problem?

Ed: No, I don't think she did. I don't think she contributed to the problem at all. it was a different trade other than carpenters, and it was sort of a traveling trade where they traveled around the state doing work. And I think there you have a stereotype more so than a carpenter. It was a pipe fitters, local pipe fitters.

Judy: Can you think of any significant events that you think might be worth sharing to people who are just trying to think through their own position on nontraditional workers, any significant event that may have involved one of the woman carpenters here, any success story, or...?

Ed: I don't know of any significant event. As far as success story, I think a woman--if she starts the apprenticeship program and completes the apprenticeship program--I think that is a success story in itself. Because she survived four years of blarney, and she has proven herself, and she has done her job.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Judy: In my interview with Raye—I would like to follow that up by asking you—does she do anything particularly to make her work situation successful, aside from her apparent great skill?

Ed: No, there's nothing significant. She just does her job; I just feel she does her job. That's about all that is expected of anybody.

Judy: Do you think communication skills plays any part in her relationship with other workers?

Ed: There is really nothing different about the way she works, talks to the other workers, or handles herself, other than the fact that she is a female. There is nothing different in her manner. Of course, she doesn't walk like a man or have a gruff voice or whatever-have-you. She, she's a woman, and she is just, just in a man's job; but she is doing herself, proving I guess to herself and to a lot of other people that she can do it.

Judy: Does she have a sense of humor?

Ed: Oh, definitely, she has a sense of humor. She's a great person. I kind of like Raye. I've met her husband, and I kind of like the both of them.

Judy: If you were asked to talk to a vocational education class, what would you say to traditional and nontraditional students alike about this whole issue of people going into an occupation not usually associated with their sex?

Ed: I would say follow your heart. If you feel that you can, don't let anything stop you. There is nothing that is going to stop you from doing anything really, whether it be a woman or a man. There is no field that anybody really couldn't handle, if they put their mind to it, whether it be this profession or another type.

Judy: Would you like to make any comments at all to vocational educators or employers about this same issue of nontraditional workers?

Ed: The only comment that I probably would make is encourage them. That is probably the key word. But that goes along with a man apprentice, a man apprentice also. See, when you are an apprentice, you are not supposed to really know a lot. You are supposed to learn. And the problem is a lot of people don't like to take the time to teach anybody anything, because they are so wrapped up in doing their own job. If they took the time to encourage someone, to still push them along, that would probably be the key word—encouragement.

Judy: Would you work with a woman again?

Ed: Definitely. Why definitely, sure!

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

OPTION D--VOCATIONAL EDUCATORS
(What a cosmetology instructor has to say about male students.)

Judy: Kay, I understand that you teach cosmetology. How long have you taught this subject?

Kay: I'm going into my sixth year.

Judy: When did you first encounter having young men in your course?

Kay: This is my first year of having a male student in my class.

Judy: Did you have any notions, preconceptions, about what it would be like having a young man in class which may have changed over the course of the year?

Kay: I think so. I was worried about some of the things that we teach. I was worried about the idea of how he would accept talking about anatomy and different things that pertain just to females, because we work so much on female patronage. So I really was worried about how he would take some of the things we were talking about. Would he be embarrassed? Would it embarrass the other girls in the class? And I found that my student was able to handle it without any problem at all. At first there may have been a few problems with him turning red, but it soon passed.

Judy: How would you describe this young man as a nontraditional student?

Kay: He had an interest in art. And being a cosmetologist, art is a very good background. He had a lot of interest in just dealing with doing hair. And so I think just because he had the interest, he decided to pursue it. And we were very glad that de did.

Judy: Did he share with you particular reasons he had for going into this field?

Kay: OK. He wanted--and I'm sure he will make this goal come true--he wanted to own a chain of beauty salons. He wanted to be an owner and operator and a very successful business person.

Judy: How did he get along with his peers, with the women peers in class?

Kay: They liked him a lot. They did have problems with dealing with the fact that he sometimes wanted to sit in on their conversations when they were talking about boyfriends. And sometimes they didn't wish to tell him the things that they might tell another female. So there he had problems because he did feel left out on occasion. And so there were times that I did have to intervene and say, "Girls, remember he is one of the classmates; and if you're going to talk, you should include him."

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Judy: How would you compare his abilities, skills, in class to those of the young women in class?

Kay: His abilities were probably not anything extraordinary compared to the girls. He was probably as average as they were. There are some students that do excel and are exceptional, and my student was an average student. And he progressed as the year went on with great ease. He had no problem at the end of the year passing his state board; he did very well. He probably was better than the girls as far as communicating with the patrons, though, because he really had an interest for being there.

Judy: Have you had any role with placing this young man in a job?

Kay: Yes, I have. In fact, if I had had twenty young men in my class, I could have placed them all. Many of the salons in the area are very interested in having male operators because they can communicate with their female clientele normally with greater ease than the females can. It is very complimentary when a male hairdressed tells you that something is going to look nice; and you might believe it from a male before you would believe it from a female. And so, when it came time to place my male student, I didn't have to make any calls because the calls came to me--long before school was ever ready to end--asking me if my male student would be interested in working in the salons in the area.

Judy: Have you had a role in helping to encourage other young men to take cosmetology, now that you've had a successful experience with your first one?

Kay: I just went through a sex fairness program with sophomore students from different school in our feeding area for our vocational school. And I had the opportunity to work with about fourteen young men. And so that was a very good opportunity for me to let them know what my program is about--let them know that it is not necessarily just a female program.

Judy: Do you have any difficulty with other male students in the school creating problems for them--or making them feel that they are less a man because they are not in a traditional male occupation?

Kay: We did have that problem with my student. He went through his first year with quite a bit of frustration. A number of comments made by maybe some of the boys in auto body or auto mechanics, ones that thought they were taking masculine roles by taking those particular trainings. But we worked with my student a lot--all of the cosmetology instructors and counselors--and let him feel a little bit more secure about where he was in knowing that he knew exactly what he wanted, and many of them did not.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Tape Script II-8
Cassette 3, Side 1

OPTION D--VOCATIONAL EDUCATORS

(What a cosmetology instructor has to say about male students.)

Judy: Bonnie, I understand that you teach cosmetology. How long have you been teaching this course?

Bonnie: I've been teaching cosmetology approximately 12 years.

Judy: When was the first time that you encountered nontraditional students in that capacity?

Bonnie: Well, I've taught in private schools (cosmetology), and I went into the vocational education; and all through my teaching experiences I've always had boys. I've never had a class that has not had a male enrolled in it.

Judy: Do you recall how you felt at first having a male take the subject and be so considerably outnumbered by women?

Bonnie: Yes, I remember it very well. I don't know how to explain to you my feelings of what I thought about the boys that applied. And I think maybe we tend to feel that maybe a boy is not normal. When I went into cosmetology as a student myself, I felt that a boy was on the feminine side if he even decided to go to cosmetology. But working with them, it's changed my outlook. Not meaning that the boys haven't had problems--especially in vocational education they've had problems. Now I had a boy last year that he seemed to have more of a problem than any of the other boys that I'd had ever had in class.

Judy: Do you attribute his staying in largely to the pep talks you gave him, or were there some other support bases coming forth to help him?

Bonnie: He had no other support.

Judy: From his parents?

Bonnie: He had no support from his parents. It's the parents we are fighting. Not just cosmetology with boys, but it's carpentry with girls, auto mechanics with girls.

Judy: Do the counselors give you collaborative help?

Bonnie: Oh, yes. I don't have any trouble at all with counselors. I have trouble with home-school counselors, meaning the school that feed into a vocational school district. That's the problem we have.

Judy: Do they ever come and visit your classroom to observe these students succeeding?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Bonnie: No. Very few do, and I feel when we have to educate people about vocational education and about stereotyping kids in different programs. I feel it needs to be with the counselors of those home-schools, and we find that to be our biggest problem. One example was a boy that wanted to come in my class. The counselor told him that ~~was a feminine~~ profession and that he would find only problems in there and it wasn't for him. And that's what he repeated to me, and I have told him--just like I told all the other boys I've had--that in any profession you're going to fight something or somebody along the way, and it's an individual thing as to what you want to do.

Judy: How do you feel about recruiting nontraditionals to take cosmetology?

Bonnie: I try to recruit at least a couple of boys in the class, and I think a lot of vocational schools are trying to do that now. They have been. It's just when you run into the counselors like I mentioned before and the parents' negative opinions sometimes, you just don't want to fight that.

Judy: What have some of your successful techniques been to encourage males to take cosmetology?

Bonnie: Usually, I try to have a male speaker that's a hairdresser in the area to come and speak and show styling and talk just a little about their experiences in our profession. And then have some of these male visitors that are really interested in cosmetology but they have a problem with their parents. And so I invite the parents and the male student and have them come in. And then they get to have a little bit of rapport with the person that's there, and they can talk to them on the side and kind of let the kids make up their own mind.

Judy: Do you have any words to share with vocational educators for whom the concept of having nontraditional students in class is still very new and strange?

Bonnie: I think that they also have to come around and come to the classes and see how these kids are working out and see for themselves. Myself, I always wanted to go into carpentry. That was an art-type thing just like I am in now; but I had a male principal tell me that I could not--absolutely not--get in carpentry, and I regret that now. And I feel we all have to change. The world is changing; we all have to change our opinions on what our beliefs were or what we were raised with. But you cannot sit behind a desk and say a male cannot be a cosmetologist, a female cannot be a carpenter or automechanic, sitting behind a desk. You have to go out and go in all these schools and see how it's working out. Talk to the kids that have been in it.

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

INTERVIEW FOLLOW-UP QUESTIONS

Directions: Use the questions corresponding to the particular interviews you heard on tape to focus your thoughts and impressions regarding placement concerns. Do not feel limited to these questions in your discussion.

Employers

1. How common is it for the employers to hire nontraditionals?
2. How do the employers describe the situation for female nontraditionals and for male nontraditionals?
3. How comfortable do the employers seem in talking about nontraditionals?
4. What problems concerning nontraditional workers arose, and how were they handled?
5. What practices do the employers follow to enhance the placement of nontraditional workers?
6. What, in the experience of these employers, makes them favor hiring nontraditionals?
7. What popular myths or assumptions about nontraditional workers do the employers refute?

Recruiters

1. How have the recruiters been able to successfully place nontraditionals?
2. How comfortable do the recruiters seem in talking about nontraditionals?
3. What emerges as the key to a nontraditional's overcoming biases in others?
4. How do the recruiters describe the situation for female nontraditionals and for male nontraditionals?
5. What problems concerning nontraditionals arose, and how were they handled?
6. In what ways is close collaboration between schools and industry important to placement of nontraditionals?
7. What popular myths or assumptions about nontraditionals do the recruiters refute?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Nontraditional Workers

1. How does the career motivation of the female nontraditional compare to that of the male nontraditional?
2. What career problems have these nontraditional workers experienced, and how were they handled?
3. What factors influenced the successful placement of these two nontraditional workers?
4. What could have made placement of these two nontraditional workers easier?
5. How do experiences of acceptance on the job compare for these two nontraditional workers?
6. What arguments do these two nontraditional workers suggest for supporting the placement of nontraditionals?
7. What popular myths or assumptions about nontraditionals do these two workers refute?

Vocational Educators

1. How common is it for these vocational educators to have nontraditional students in class?
2. How do these vocational educators' descriptions of the class situation for female and male nontraditional students compare?
3. How comfortable do the vocational educators seem in talking about nontraditional students?
4. What problems arose concerning nontraditional students, and how were they handled?
5. How do the experiences which these vocational educators have had recruiting and teaching nontraditional students bear on placement?
6. What, in the experience of these vocational educators, makes them favor having nontraditional students in class?
7. What popular myths or assumptions about nontraditional students do these vocational educators refute?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Traditional Coworkers

1. How comfortable do the women coworkers seem in talking about their nontraditional colleague compared to the male coworker?
2. How do the attitudes about nontraditionals compare between the male and female coworkers interviewed?
3. What factors seem to influence the successful placement of the nontraditionals, according to their traditional coworkers?
4. What problems concerning nontraditional placement do these traditional coworkers address?
5. From the interviews, in what way(s) should traditional coworkers be a consideration of employers in placing nontraditionals?
6. What do vocational educators most need to do to enhance placement of nontraditionals?
7. What popular myths or assumptions about nontraditionals do these traditional coworkers refute?

Adapted from Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placement.

Draft Outline--Supervisor's Handbook

1. Cover Page
    - A. What is this?
    - B. Who published it?
    - C. When Published?
3. Introduction
    - A. Who are you?
    - B. What are you doing?
    - C. Why?
    - D. Who are your students?
    - E. What is in this book?
    - F. If the reader has questions, what then?
4. Role of the Supervisor of Vocational Education Graduate
    - A. Role models
    - B. Introduction to work world
    - C. Advisor, leader
    - D. Protector
5. Initial On-The-Job Guidance for the Student
    - A. Clear job description
    - B. Expectations made plain
        1. Attendance
        2. Appearance
        3. Breaks
        4. Pay
        5. Absence

6. Introducing Participants to Your Job Site

   A. Remembering how anxiety provoking any new experience is can be helpful to participants.

   B. Tell them the rules--clearly stating to participants what you expect of them in terms of work habits as well as job performance can facilitate better relations and less misunderstanding later on.

   C. Explain the need for safe working habits, discuss the safety rules of your job site.

   D. Introduce participants to workers and (show) the physical set up of the job site to participants.

7. Worksite Expectations

   A. Punctuality and a consistent attendance record are expected at the worksite.

      - Early dismissals must be authorized by the worksite supervisor.

      - It is expected that (except for emergency situations) medical and personal appointments be made so as not to interfere with the work schedule. Exceptions require supervisor approval.

      - Absences should only be for illness. A phone call to the worksite supervisor should be made each day the student will be out sick, before the start of the workday.

   B. It is expected that a positive attitude be maintained at the worksite. Cooperation with supervisors, co-workers and "the public" is expected.

   C. A neat and clean appearance, in keeping with the attire of other employees, is expected at all times.

   D. Work-related problems should be presented to the worksite supervisor for discussion.

8. Suggestions for Working with Young People

   A. Who do I ask for help?

   B. Praise works better than criticism in getting a job done.

   C. Patience--while sometimes difficult--pays off in the long run.

   D. All people want to do "important" work.

   E. Repetition, when necessary, is an important part of teaching.

   F. Young people sometimes are:

      - Fast growing and awkward.

      - Ill at ease because they are inexperienced.

      - Eager to be adults, but often without the understanding to behave as adults.

      - In need of general experience to make them more employable.

      - Bothered by quick changes in their moods and emotions that make learning difficult.

      - Impatient and unrealistic about life in general and may appear uninterested in the future--living from day to day.

9. When Teaching Something New:

   A. Explain the job (people remember about 20% of what they hear).

   B. Show the job (people remember about 30% of what they see and hear).

   C. Encourage questions.

   D. Lead a do-it-yourself session with participants (people remember 90% of what they learn by doing).

   E. Repeat the whole process, if necessary.

10. When Participant Begins Performing a Job on His/Her Own;

    A. Check work frequently and pleasantly.

    B. Taper off close supervision as participants gain skill.

    C. Be sure participants know where they can get help.

11. General Suggestions

12. Legal Responsibilities

13. When you are at your wits' end....

Draft Outline--Participant Handbook

1. Cover Page

    A. What is this?

    B. Who published it?

    C. When Published?

3. Introduction

    A. Who are you?

    B. What are you doing?

    C. Why?

    D. Who are your students?

    E. What is in this book?

    F. If the reader has questions, what then?

4. Role of the Supervisor of Vocational Education Graduate

    A. Role models

    B. Introduction to work world

    C. Advisor, leader

    D. Protector

5. Before the Job Interview, Remember to:

    A. bring your Social Security card, work permits (or know your number), and information on employment, education and references or your resume whichever is appropriate.

    B. know exactly how to get there and what time you're expected. Try to arrive a few minutes early.

    C. dress appropriately; make sure your hair is neat, do not chew gum, do not smoke.

D. know what job you're applying for, and be prepared to say why you feel you can do it.

6. At the Interview:

A. Try to be poised and polite, but natural...be yourself!

B. Listen carefully to what interviewer is saying, then take your time and think out what you're going to say before answering.

C. Look at interviewer's eyes, not down or around the room

D. Try to express yourself clearly. Be brief and stick to the point.

E. Be honest!

F. On a job application and in an interview, answer questions about arrests or convictions honestly. Briefly explain to the interviewer, in your own way, what happened. Employers, even though officially they should not, do have ways of obtaining supposedly confidential arrest and conviction records, so any attempt to hide such information will probably be considered deceitful and may cause you to lose a job.

G. When interviewer is finished speaking, feel free to ask relevant questions.

H. At the end of the interview, thank the interviewer. If you are not offered the job on the spot, ask what steps you should take to follow-up.

7. When You Leave the Interview, You Should Know These Facts:

A. Name, address and telephone number of my worksite________________

____

____

B. Name, address and telephone number of my supervisor______________

____

____

C. Name, address and telephone number of my counselor________________

____

____

D. Dates of employment: Start on______________________

End on____

E. Hours of work: hours a week: ________

hours a day __________

F. Time records: I sign my time sheet at:

____
(place, time, day of week)

G. I am paid $_______an hour for each hour worked.

H. If I lose my paycheck, I should notify_______________________

____

I. I get my paycheck at____

____
(address)

on______________________at______________________
(day of week) (hour)

J. My Social Security number is___________________

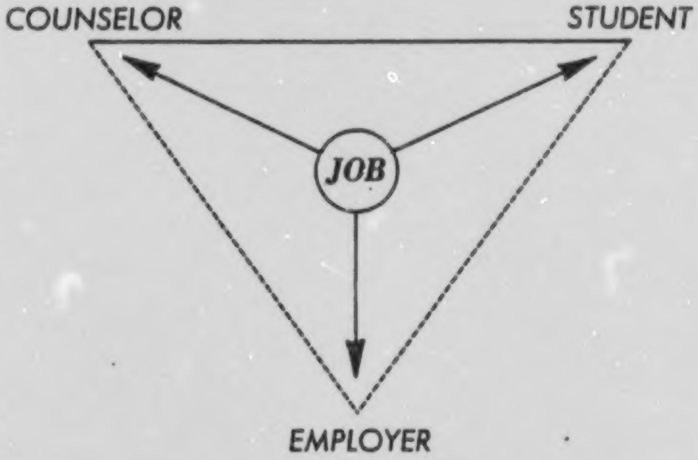
Steps Toward Employability

INTRODUCTION To increase the employment prospects of vocational education students, you must be part counselor, advocate and teacher. This paper will highlight certain principles which operate throughout the process of job development. It may assist you to define your role more clearly in relation to students as well as to employers.

DEFINING RELATIONSHIPS The job placement process involves a complex set of relationships among the job counselor, the student and the employer. (See Figure 1). Each party in this process has their own set of expectations for success and their own perspective on how success should be achieved.

Figure 1

JOB DEVELOPMENT PROCESS



The job counselor wants to see the student placed in a job which will lead to economic self sufficiency. S/he also wants the employer to be satisfied so that there is a possibility for additional placements with the employer in the future. The student wants a job to earn money but also wants some personal satisfaction from the work and an opportunity to learn additional skills and to achieve some future career mobility. The employer wants a "good" employee; i.e., one who performs well but also one who will not contribute to any future problems of morale, turnover or interpersonal problems with other workers.

For true success in the job development process, each of the parties must be satisfied. For instance, a job counselor can achieve immediate success with finding a placement for a student. But if that student is consistently late for work or does not follow instructions, the employer is probably not going to be satisfied and may eventually fire the worker. The worker will then be dissatisfied with both the job counselor and the employer.

Alternately, the job counselor may make a good placement in which the employer is initially happy with the worker's performance. But, if that worker feels that there is little opportunity to learn and grow on the job, s/he may develop attitude problems which can affect the quality of his or her work. Ultimately the employer will be dissatisfied with the worker's performance and also with the job counselor.

In order for job placement to be satisfactory for all the parties involved, two conditions must be met. First, each person must understand the expectations and goals of the other persons involved. Second, all parties must be able to communicate clearly with one another so that there is no misunderstanding during the job placement process.

From the employer's perspective, there are several essential characteristics for the "good" worker. Walter Neff, in his book, Work and Human Behavior, has identified seven characteristics employers demand of employees. Employees must:

- be motivated to work,
- possess the acceptable aptitudes and skills,
- be able to conform to certain work rules,
- meet standards for productivity and quality,
- look like workers,
- be able to relate to various kinds of people, and
- be able to shift emotional and cognitive gears— to "turn on" behaviors appropriate to work and "turn off" needs gratified by other settings.

It is interesting that only two of these requirements relate directly to the performance of specific skills on the job. The other requirements are related to those ancillary behaviors dealing with acting like a typical worker and conforming to the work rules of that particular setting.

Oetting and Miller have conducted research which supports the concept that a successful job development process entails much more than the acquisition of the basic skills required to perform a job. They evaluated the results of employment and training programs which seek to help disadvantaged clients learn skills, become employed and then to stay employed. They found that certain programs were excellent in teaching participants such basic job skills as welding, machine repair and assembly well enough so that participants could get a job upon completion of the training programs. However, after six months there was a very low retention rate of these participants in their jobs. The research of Oetting and Miller indicated that the lack of success on the job was not because workers lacked the skills required on the job but because they lacked a range of other job related behaviors.

Oetting and Miller constructed what they called a "Work Adjustment Hierarchy" to describe the process of preparing for, entering and moving through successful employment experiences. This hierarchy helps to explain that while training programs may help with many of the skill deficiencies of participants, (such programs do not necessarily) provide the kind of help that would move the participant upward, step by step through the process of acquiring those job-related behaviors.

WORK ADJUSTMENT HIERARCHY

The levels of the work adjustment hierarchy are divided into three groups:

- Acquisition Group—the steps related to work adjustment that are preparatory to actually working on a job,
- Maintenance Group—the steps related to holding a job, and
- Upgrading Group—the steps related to vocational development beyond entry level positions.

Each level within the groups is defined by behaviors or tasks characteristic of that level and by that level's successful outcome.

Acquisition

The Acquisition Group involves four levels:

Level 1
Work Role
Identification

Work role identification appears to involve at least four different dimensions:

- the individual sees work as valuable and wants to work,
- the individual's identity includes self-perception as a worker,
- the person's perception of his/her social surroundings includes an expectancy of work and working, and
- the person expects work to be rewarding.

Level 2 Career Seeking Skills	Career seeking skills include the basic skills to obtain job or career information, make decisions, set goals, make personal plans, and choose from alternatives to reach job or career goals.
Level 3 Job Readiness	Job readiness is a complex stage of development based on understanding one's self and the world of work. With understanding, people can look for a job that meets their needs and one that they can do well. Once the basic skills for the job have been acquired, one needs an increased awareness of self, as well as the communication, social and interpersonal skills appropriate to the level of job entry.
Level 4 Job Getting Skills	Even with good skills and a knowledge of the kind of job they want, people often find it hard to get a job. The specific job getting skills include applying directly to an employer, filling out an application and being interviewed. Also included are interviewing skills (including the ability to respond to unpleasant or difficult questions in an interview), appropriate assertiveness and interview closing behaviors.
Maintenance	The Maintenance Group includes four levels that relate to the skills and values required to "fit into" the work environment and the people in it.
Level 5 Job Conformance and Adaptation	The most fundamental level of being satisfactory on the job is conformance. All work situations have a basic set of conformity requirements that must be adhered to if employment is to endure.

Perhaps the most critical of these maintenance behaviors is the requirement of regular attendance. In addition, good employees must know how to handle those situations when attendance is not possible. Other common conformance considerations include punctuality, dress, hygiene, language, safety regulations and drug or alcohol abuse. Almost all very early failures that lead to being fired are due to conformance problems.

Attitude problems can also be a significant contributing factor in unsuccessful job placements. Work can be a strange and disturbing environment. The new person starts a job with anxiety and often extreme sensitivity. Directions by the supervisor can seem like personal criticism. Checking up on performance of the new worker can feel like "being on my back." The usual practice of giving routine or dirty jobs to a new person can seem to be based on prejudice. Co-workers who engage in the slightly sadistic "initiation" practices common in some work situations can make the new employee feel both incompetent and disliked.

Adapting to this new environment is difficult for anyone. Very often everything will seem to be going fine with the new worker, then the supervisor will make one more suggestion. The worker will suddenly explode, shout something like "I can't take it anymore" and walk off the job. The more passive ones simply wait until the end of the day, but don't show up again. Failures at the conformance and adaptation level occur very rapidly-sometimes in the first day and usually within the first week. There is no time to learn job skills, and often not enough time to learn anything about the work environment. It is a failure experience with no benefits at all.

Feifer identified eight behaviors that contribute to adaptation;

1. Notifying the appropriate person whenever the trainee is going to be absent,
2. Arriving at work on time,
3. Asking for more work,
4. Staying at the work site,
5. Asking questions whenever instructions or directions are not clear,
6. Responding appropriately to instructions, orders and criticisms,
7. Avoiding unnecessary disruptions and disrupting the work of others,
8. Proper care of tools and equipment.

This level involves not just taking a job but a change in an entire life-style and an adaptation to a foreign environment.

Level 6
Entry Level Performance and Satisfaction

Once a person meets the conformance requirements of the job and makes the basic adaptation to the work environment, s/he is likely to work long enough so that performance variables become important. Performance on the job is traditionally thought of as quantity and quality of work output. Behaviors which characterize satisfactory entry level performance include:

- the ability to listen and follow directions,
- asking questions to clarify directions or instructions,
- altering the pace or speed at which a person works to comply with the work norms of other co-workers,
- staying at a work site,
- asking for additional work whenever a job or task has been completed, and
- providing proper care of tools and equipment.

Work adjustment at this level requires that the worker realize at least some satisfaction from what s/he is doing. This includes seeing the work as worthwhile and important, the recognition of good work, the ability of worker to make decisions and achieving the cooperation of co-workers.

Level 7
Human Relations Skills

People can actually maintain employment for a considerable period of time if they function at Level 6. However, they will not maintain employment permanently unless interpersonal relations within the job environment are pleasant, comfortable and supportive. This includes the ability to personalize feelings and meanings related to work and co-workers. Support and encouragement is sought from co-workers and supervisors. Emphasis is placed on improving interpersonal relations.

Level 8
Skilled Performance and Job Satisfaction

At this level, the effective performance of job tasks leads to increased self-esteem. Feeling competent, the worker is able to meet some personal needs through the job or position. Also s/he may develop the abilities to work independently without supervision, take initiative and be able to make decisions.

Advancement	The Advancement Group includes four levels. In this group, the worker moves towards integrating a worker role with his/her total perception of self.
Level 9 Orientation for Change	At this level the individual has acquired greater flexibility and adaptability and is motivated to seek greater responsibility and job or position improvement.
Level 10 Advancement Readiness	At this level the individual is personally motivated to actually apply for promotions or a new job. This further enhances feelings of self-esteem and competence. This also increases the autonomy and control over work and increases the recognition and rewards associated with the work. New challenges are sought by workers at this level.
Level 11 Job or Promotion Getting	The worker obtains a promotion or new job and actively engages in maintenance of the new job or position. (The levels of the Advancement Group are likely to be seen as cyclical as they are continuously interacting.)
Level 12 Career Maturity	This is a level of high performance, high satisfaction on the part of the worker and the employer. The individual performs on a fully functioning level and is motivated to acquire the learnings and skills needed to keep up-to-date. Many individuals at this level move from production and technical work into administration, thus renewing the upgrading or advancement cycle.

This discussion of the steps of achieving employability brings together the many issues and problems which confront the job counselor. The successful process of job placement ensures that the job counselor, student and the employer are all aware of these issues and agree to work together to resolve them.

The materials in this section were developed by Mimi McGrath of A. L. Nellum and Associates for the Regional Office of the U.S. Department of Health and Human Services, Office of Refugee Resettlement:

McGrath, Mimi. "Steps Toward Employment," Jobs for New Americans: The Campaign to Help Indochinese through Employment. A. L. Nellum and Associates: Boston, 1982. pp. IV-29 to IV-36.

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The Systems Approach to EDP/Counseling, A.L. Nellum and Associates, Braintree, Massachusetts, 1979.

Organizing Yourself to Make a "Sales" Presentation: *A JOB PLACEMENT STRATEGY*

BACKGROUND

Preparation may be the most important part of any sales presentation. Although the product you have to offer or the concept of which you want to convince your audience is important, your chances of success are greatly enhanced if you are well prepared before you begin the sales job.

This may be particularly true of attempting to persuade employers to vary from their traditional hiring practices. The materials in this section describe a preparation process which job placement counselors can use in advance of making visits to potential employers. The essential principle to keep in mind is that preparation is the key to successfully persuading employers to employ your students.

The process outlined here was developed by the Pennsylvania Bureau of Employment Security in conjunction with the U.S. Department of Labor. All steps in the process may not be necessary for you in preparing your presentation to prospective employers. However, as a framework for preparation, we are certain you will find this helpful. The preparation process is broken into four phases:

1. Determining the current situation,
2. Identifying possible needs,
3. Deciding what to propose, and
4. Planning "selling" activities.

I. DETERMINING THE CURRENT SITUATION

In this phase, you need to consider the status of the potential employer now. You should have information on some (or all) of the following:

A. The nature of the business or organization

What products are manufactured
What markets are served
Nature of the competition

B. The organization of the business

Main office location
Number and location of plants and branches
Interest in other companies
Officers and directors
Who makes personnel decisions
Who influences personnel decisions
Promotion patterns

Union/nonunion
Apprenticeship

C. Present personnel recruitment relationships

Name of primary personnel recruitment service
Other personnel relationships
Length of relationship
Nature of services received
Performance in satisfying needs and solving problems
Frequency and regularity of personal contacts
Other sources of personnel assistance and how they are employed
Job titles which predominate in the company

D. Business goals

Expansion of facilities and manpower
Development of new products and services
Improvement of methods
Automation

E. Individuals being "sold"

Nature of prior experience
Educational background
Reputation in community
Community activities and interests
Family
Hobbies

Sources

Developing information about a prospective employer's existing situation involves the use of any or all of the following fact-gathering sources:

A. Pre-call research of recorded facts such as:

Job orders (past and present)
Employer records
Advertising of employer
Publications of prospect or customer
Industry trade papers and magazines
General newspapers and magazines
Previously recorded call information

B. Survey call:

Ask questions about existing situation
Make on-the-spot observations of facilities, personnel, practices, and performance.
Qualify potential of employer

II. IDENTIFYING POSSIBLE NEEDS

Having gathered facts about a prospective employer's existing situation, you are then in a position to identify needs and what you can do to satisfy them. This provides you with a basis for not only developing awareness of the need to modify or improve the existing situation, but also helps you in determining the services and capacities you should propose.

As used here, needs describe:

- Performance, methods, or practices that could be improved,
- Problems that should be solved, and
- Goals that the employer wants to achieve.

Identifying a prospective employer's needs involves the following:

A. Comparing the existing situation with standards of performance, such as:

    Previous successful experience with Voc Ed student employment
    Industry trends and growth
    The prospective employer's own goals and objectives
    Personal prior experience

B. Look for "needs" conditions your office can satisfy, such as:

    1. Performance or methods that can be improved:

    Examples --

    - Medium size manufacturer experiencing increasing personnel recruiting expense, plus added new employee turnover.
    - Wholesaler experiencing 6 to 7 day delay in obtaining new employees through private agency.
    - Body repair shop using newspaper ads for body repair trainees and has been deluged by response and does not have time to interview.
    - Owner of small chain of retail stores having difficulty in obtaining part time employees.

2. Problems that can be solved:

   Examples --

   - Medium size retailer has been experiencing lack of part time applicants.
   - Medium size manufacturer has been experiencing difficulty in obtaining key executives.
   - Heavy manufacturing company experiencing delays and dissatisfaction in recruiting and processing applicants through newspaper ads.

3. Goals that have not yet been achieved, due to lack of experienced applicants:

   Examples --

   - Plant expansion.
   - Development of new products and services.
   - Diversification of operation.

III. DECIDING WHAT TO PROPOSE

Charles Kettering once said -- "A problem well defined is half solved." Likewise, a need well identified is half satisfied since it will point to what must be proposed to help an employer improve his existing situation.

Deciding what to propose to satisfy an employer's needs involves:

A. Setting priorities for handling needs.

   Since it's seldom feasible or practical to resolve all of an employer's needs at one time, it is sound practice to determine which needs should be concentrated on first, and which can be handled later. This involves evaluating the needs in terms of the following:

   1. Impact that satisfaction of particular need will have on existing situation and other needs.

      Generally, it's a good idea to concentrate initially on those needs where the biggest and most significant improvements are feasible. Only as an employer can readily see that it's worth the difference to change his existing situation will he be willing to participate. In addition, as you can produce significant improvements for an employer through the initial services/products that you "sell" him, it makes it much easier to secure his acceptance of future ones.

2. Speed with which need can be satisfied, and improved results produced.

   Some needs are relatively complex in nature and require extended service effort before the employer is "sold" and the need is satisfied. Other needs can be resolved in a relatively short period of time. As a general rule, when you're endeavoring to "sell" a new employer, it's sound practice to concentrate first on the needs that can be serviced relatively fast to enable you to "get your foot in the door".

3. Relative urgency of need from prospective employer's viewpoint.

   Some needs can be extremely critical in nature -- capable of causing serious loss if not resolved quickly. Obviously, when such needs are encountered you should direct your initial efforts towards them.

B. Select appropriate service to satisfy need.

In many cases, only one approach will be evident for satisfying the needs of an employer. Where more than one solution may be available, however, the following factors should be considered in selecting the most appropriate solution:

1. Your capacity to apply the solution in terms of the time involved, as well as the availability of competent personnel.

2. The capacity of the students to implement the solution in terms of the qualifications and availability.

3. The magnitude of the benefits to be produced for the employer versus the investment s/he will have to make.

C. Determine and recommend internal changes that can be made by the prospect to improve his situation and to supplement the service you would provide.

IV. PLANNING "SELLING" ACTIVITY

Having established what a prospective employer's needs are and what you can propose to satisfy them, you are then in position to give more specific direction to your "selling" strategy by planning the "selling" activity required to produce the acceptance and action you want.

Performing this important planning function involves the following:

A. Establish long range "selling" objective -- the acceptance and action that you ultimately want to achieve from the prospective employer in "selling" him on hiring Voc Ed students.

Note: Establishing a long range "selling" objective normally is feasible only after you have determined what an employer's needs might be through pre-call research or an initial survey call.

B. Determine intermediate "selling" action -- the progressive "selling" steps that must be taken to achieve your ultimate objective. Most "selling" situations will require a series of employer contacts to produce the action you ultimately want. This planning function simply involves identifying the different "selling" actions that are required to achieve your objective.

C. Set an achievement schedule -- establishing when you expect to perform the intermediate "selling" action and achieve your ultimate objective. Setting time goals provides a guide and stimulus for getting the job done, and a basis for measuring the effectiveness of your performance.

With relatively simple "selling" situations where desired action can be achieved on one call, establishing a long range schedule of "selling" action would obviously not be necessary.

"Organizing Yourself To Make A Sales Presentation" is based on materials developed for the State of Pennsylvania Bureau of the Employment Service. These materials were presented to several regional offices of the U.S. Employment Service in 1975 and 1976 at a series of Organized Selling Conferences.

DEVELOPED BY VERMONT'S COOPERATIVE VOCATIONAL EDUCATION TEACHERS

SAMPLE FORM

STUDENT EVALUATION OF THE EMPLOYER

This evaluation sheet is designed to benefit the employer. Input that we receive from participating students can be useful in helping to improve Cooperative Vocational Education. Your conscientious completion of this questionnaire will be very useful. Thank you.

Name____ Age________

Vocation Area____

Where did/have you worked on your Coop job?

Dates of employment From____________________________________

Type of work performed (describe norm functions)________________

____

____

In your opinion, did you get along with your trainer well?__________

Did you have an opportunity to discuss our coop assignment with your employer? (owner or manager)______________

Do you have recommendation(s) concerning how your employer and/or immediate supervisor could be of greater assistance to you during your coop assignment? If yes, how?____________________________

____

____

Do you have recommendation(s) concerning the working relationship with coworkers and yourself?________ If yes, what?______________

____

____

SAMPLE FORM

COOPERATIVE VOCATIONAL EDUCATION

TRAINING STATION EVALUATION BY STUDENT DATE____________

Trainee's name____

Training station______________________________________

Supervisor____

1. How long have you been employed by the above company?________ weeks

2. Is your job what you expected it to be? Yes____ No_____ Explain:

____

____

3. Present duties______________________________________

4. Were you given ample instruction when you started the job? Yes________ No_______

5. Were the employer's rules and regulations explained clearly? Yes______ No_______

6. Are you under daily supervison? Yes_______No_______

7. Are you given helpful instruction when needed? Yes________No________

8. Do you feel advancement available if working full-time? YES____ No______

9. Describe working conditions where you work:__________________

____

____

10. Suggest improvements in working conditions for future cooperative vocational education trainees.________________________

____

____

11. Give general comments concerning your training station not included in the above items.______________________________

____

____

SAMPLE FORM

RATING SHEET

Student____________________ Date____________________ Class____________________

Instructor/Supervisor__________________________

Directions: Place a check ( ) on the line provided after each factor where you believe it best describes the degree of accomplishment.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
Progress					
Has he/she advanced in skill and knowledge this month?	Practically no advancement	Advanced in only a few phases of his/her training	Satisfactory advancement	Advanced rapidly	Exceptional advancement
Initiative					
Can he/she originate and carry through ideas?	Never goes ahead on his/her own	Seldom goes ahead on his/her own	Goes ahead on routine work	Frequently looks for additional work to do	Always finding jobs that need to be done
Reliability					
Can the student be depended upon in his/her work?	Can seldom be depended upon	Frequently fails to come through	Can be depended upon in most cases	Only occasionally fails to come through	Can be depended upon implicitly in all matters
Cooperation					
Does he/she work well with others?	Always wants his/her own way	Hard for others to work with	Usually congenial and easy to work with	Works well with others	Exceptional in all matters
Attitude					
What is his/her manner toward work?	Shows little enthusiasm	Rationalizes his/her shortcomings and mistakes	Normally enthusiastic about his/her work	Tries to improve his/her work in most cases	Always alert to finding ways to improve work
Attendance					

ADDITIONAL COMMENTS ON THE REVERSE SIDE PLEASE

Handout III-5

Handout III-6

COOPERATIVE VOCATIONAL EDUCATION PROGRAM

EMPLOYER'S EVALUATION

Student____________________ Employer____________________

Job Title____________________ Grading Period ____________________

Be sure each grading area is checked ☒ DO NOT USE YES OR NO
*E - Excellent, G - Good, F - Fair, P - Poor

	E	G	F	P
1. KNOWLEDGE OF WORK: Does the student understand all phases of his or her work and related matters?				
2. DEPENDABILITY: Attendance, punctuality, accepts responsibility, follows instructions				
3. MENTAL ALERTNESS: Interest in job, eager to learn, ability to learn and remembers work methods and procedures				
4. LEADERSHIP: Aggressive, imaginative, enthusiastic, good judgment				
5. INITIATIVE: Ability to develop constructive ideas, keep busy, consistent, works without supervision				
6. THOROUGHNESS: Accurate, completion of work, takes care of equipment, practices safety, handles supplies efficiently.				
7. PRODUCTION: Volume and quality of work.				
8. PERSONAL APPEARANCE: Neat, good hygiene.				
9. MANNERS: Courteous, considerate, appreciative, respectful, open-minded, honest, self-controlled.				
10. ABILITY TO GET ALONG WITH OTHERS: Friendly, cooperative, ability to accept criticism.				
11. Does the student have confidence in his or her abilities?				
12. Does the student ask questions about things not understood?				
13. Does the student favorably represent the school on this job?				
14. Indicate overall job performance.				

Co-op Teacher____

Rated By____

Place additional comments on the reverse side

Handout III-7

SAMPLE FORM

Student Name ____

Employer ____

0 - Unsatisfactory
1 - Below Average
2 - Average
3 - Good
4 - Excellent

On a scale of 0 to 4, please rate the above student in the following categories.

	0	1	2	3	4
Dependability					
Interest in Job					
Speed & Accuracy					
Relations with other Persons					
Rate of Progress					
Appearance					
Work Habits					
Other					

In this space please feel free to comment on items not covered above, includin skills and knowledge which should be emphasized at the school.

Handout III-8

PARTICIPANT ____________________

WORKSITE EVALUATION # ________ SUPERVISOR ____________________

Please read the following statements carefully. Circle the appropriate number or circle N/A if the statement is not applicable.

	N/A	1 Never	2 Almost Never	3 Some-times	4 Almost Always	5 Always
MOTIVATION						
Participant accomplishes assigned work	N/A	1	2	3	4	5
Participant asks for extra work	N/A	1	2	3	4	5
Participant asks for more responsibility	N/A	1	2	3	4	5
Participant follows orders thoroughly	N/A	1	2	3	4	5
ATTITUDE						
Participant works well with co-workers	N/A	1	2	3	4	5
Participant works well with supervisor	N/A	1	2	3	4	5
Participant is open to criticism	N/A	1	2	3	4	5
Participant accepts work assignments willingly	N/A	1	2	3	4	5
Participant works well with worksite clients (i.e.; day care clients, etc.)	N/A	1	2	3	4	5
WORK RESPONSIBILITY						
Participant returns from breaks on time	N/A	1	2	3	4	5
Participant notifies employer of absences	N/A	1	2	3	4	5
Participant arrives at work on time	N/A	1	2	3	4	5
Participant continues working until appropriate time	N/A	1	2	3	4	5
Participant dresses appropriately for the worksite	N/A	1	2	3	4	5
WORKSITE						
Adequate work is available for participants	N/A	1	2	3	4	5
Participant and supervisor meet to discuss progress and/or problem areas # of times ______	N/A	1	2	3	4	5
Participant initiates work-related discussions with supervisor	N/A	1	2	3	4	5
Participant takes part in staff activities (i.e.; lunch, etc.)	N/A	1	2	3	4	5

Participant has opportunity to advance Yes ____ No ____

EVALUATION

WORKSITE

The thing I like most about my job is . . . .

The thing I most dislike about my job is . . . .

My boss would say that I am . . . .

My co-workers would say that I am . . . .

In my job I would like to change . . . .

CLASSROOM

The thing I like most about classes is . . . .

The thing I most dislike about classes is . . . .

I think I can get my GED in . . .1 month. . . .3 months. . . 6 months. . .longer

Things would be better with the teachers if . . . .

I think the work in class is . . . .

GROUP

My feelings about being in large group are . . . .

My feelings about being in small groups are . . . .

The thing that impressed me most from large group has been . . . .

The thing I most dislike in group (large or small) has been . . . .

COUNSELING

My relationship with my counselor is . . . .

The biggest problem I have in my relationshp with my counselor is . . . . .

One of the things I have gotten from counseling sessions is . . . .

Y.E.P. PROGRAM

This program has helped me . . . .

This program has not helped me. . . . .

In the next 3 months I would like . . . .

Handout III-10

COOPERATIVE VOCATIONAL EDUCATION
STUDENT EVALUATION REPORT
(To be completed by employer)*

______________________ Trainee

______________________ (Signed) Employer

____________ Date

PLEASE CHECK APPROPRIATE BLANKS.

I. APPEARANCE
___Appearance is an asset
___Usually neat in appearance
___Appearance needs improvement
___Appearance is detriment

II. PUNCTUALITY
___Always on time
___Usually on time
___Occasionally late
___Frequently late

III. ATTENDANCE
___Usually regular in attendance
___Seldom absent
___Occasionally absent
___Frequently absent

IV. DEPENDABILITY
___Reliable in following instructions
___Usually follows instructions
___Sometimes careless in following instructions
___Cannot be relied upon to follow instructions

V. INTEREST IN WORK
___Usually enthusiastic about work
___Shows interest in work most of time
___Interested in certain phases of work
___Lacks interest in work

VI. JUDGEMENT
___Wise in actions in making decisions
___Usually shows sound judgement
___Sometimes shows lack of judgement
___Poor judgement reflection in company

VII. PRODUCTION
___Exceeds average production
___Shows initiative in getting work done
___Should produce more; is average
___Low production; makes liability

VIII. CUSTOMER RELATIONS
___Is remembered by customers
___Customer reaction is pleasant
___Customer relations need improvement
___Customers reaction is indifferent

IX. INITIATIVE
___Recognizes work to be done and does it without directions
___Sometimes goes ahead to work not assigned
___Seldom seeks work beyond regular routine duties
___Shows lack of vision in regard to work

X. COOPERATION
___Works unusually well with others
___Cooperates well, shows willingness
___Helps when asked
___Pulls against others
___Solicits and receives constructive cooperation of others
___Tends to lead others in right direction
___Occasionally uncooperative
___Makes no effort to work with others

XI. SPECIAL COMMENTS
____
____
____
____
____

RATING OF STUDENT

___Excellent
___Above Average
___Average
___Below Average
___Very Poor

This report is due at the end of each nine weeks, four times per scholastic year.

MUTUAL ACTION PLANNING FOR ENHANCING PLACEMENT OF PRIORITY POPULATIONS

1. Establishing Improvement Objectives

What three improvements related to placement implications of recruiting/interviewing, training, supervising, or support services would you most like to see accomplished during the next year?

1.

2.

3.

Select one of the improvements that is most important to you and write it as an objective. Make sure it answers the following questions:

- What is to be improved?
- Who is going to improve or be improved?
- How will they improve
- Where will the improvement occur?
- When will the improvement occur?

II. Identifying Barriers to and Supports for Improvement

A. What are the important barriers that you will encounter in your effort to achieve the improvements you've selected?

B. What supports will you have in your effort to achieve the improvement?

III. Reevaluating Your Improvement Objective

Now that you've identified barriers to and supports for your improvement objective, think about the following questions:

Is attainment of the improvement objective possible?

Is attainment of the improvement objective probable?

Is the objective stated in behavioral and concrete ways?
Is is observable and measurable?

Have you set a timeline for achieving the objective?

Do you believe your improvement objective is the best available alternative for achieving your change goals?

IV. Planning for Accomplishing the Objective

A. Improvement Resources

What resources (knowledge, skills, money, people, materials, training) will you need to achieve your improvement objective?

knowledge/materials:

money:

people:

skills/training:

Action Steps

List below the necessary first steps that you will have to take to meet your improvement objective, and the timelines you will set for their completion.

Action Step	Time Completed
1.____________________	____________________
2.____________________	____________________
3.____________________	____________________
4.____________________	____________________
5.____________________	____________________
6.____________________	____________________
7.____________________	____________________
8.____________________	____________________

Evaluation

List below the way(s) you will know whether you have accomplished the improvement objective.

1.____

2.____

3.____

Source: Adapted from McCune, S., & Matthews, M. Implementing Title IX and attaining sex equity: A Workshop package for elementary and secondary educators. Washington, D.C.: Resource Center for Sex Roles in Education, 1978.

PROGRAM IMPROVEMENT ____________________

LIST OF ACTIVITIES	WHO WILL DO THIS	WITH WHOM	TIME	KIND OF RESULT
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Group Members ____________________

____

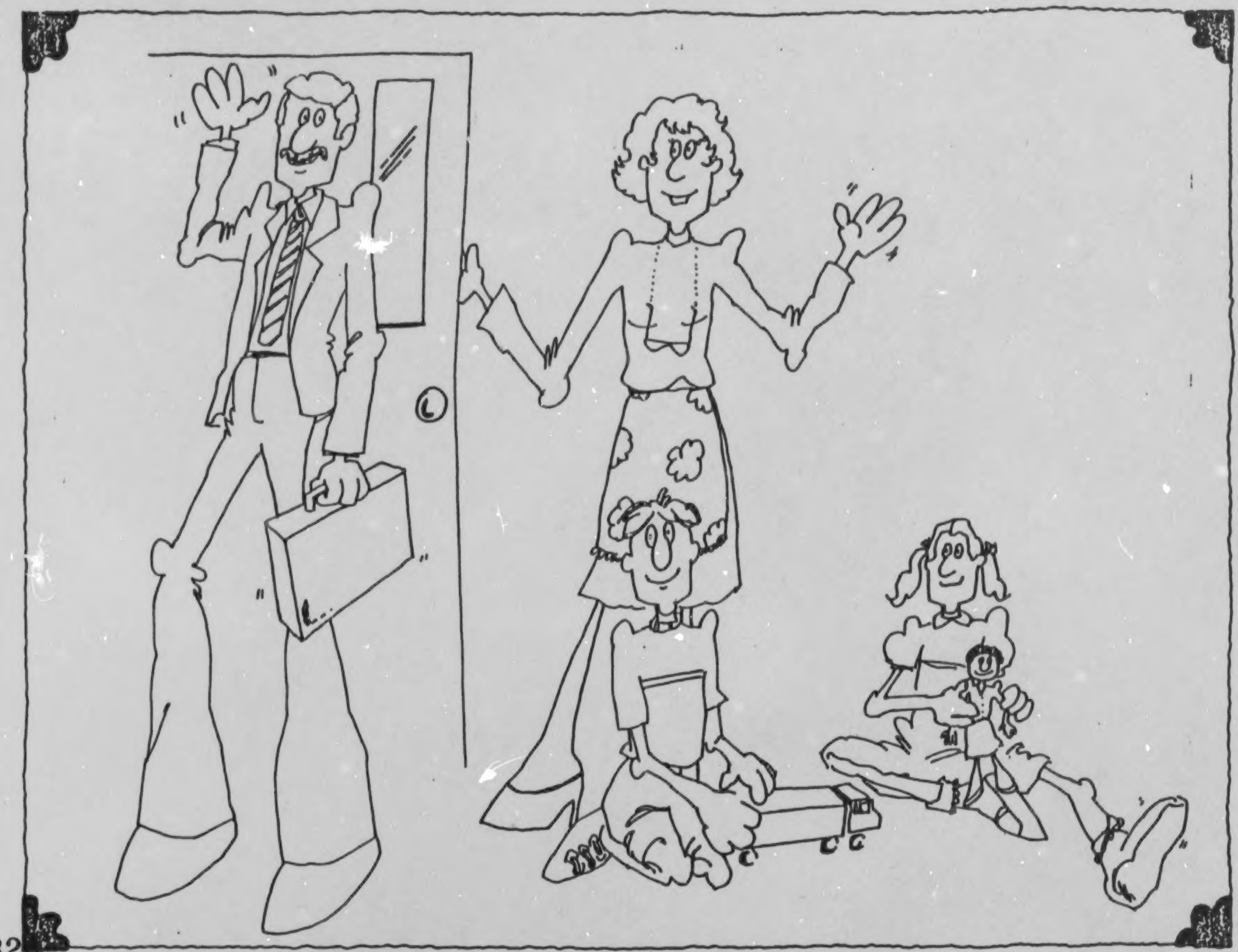
____

____

*This Action Plan format was adapted by Robert Leaver of A. L. Nellum and Associates in 1981 from the Metaplan ™ process originally designed by Metaplan of Quickborn, Germany and Stamford, Connecticut.

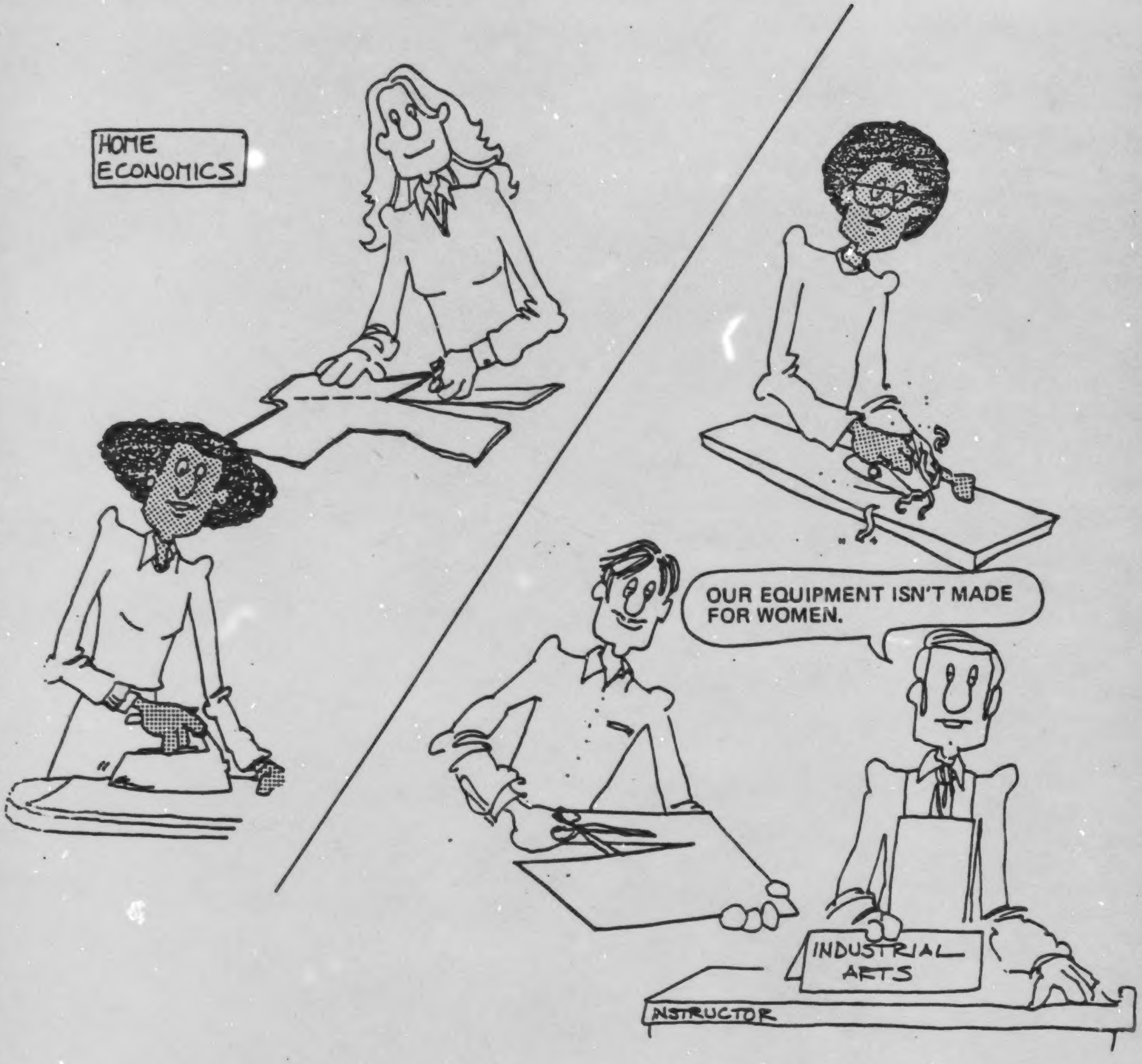
TRANSPARENCIES

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements Transparency II-1



REMEMBER WHEN –

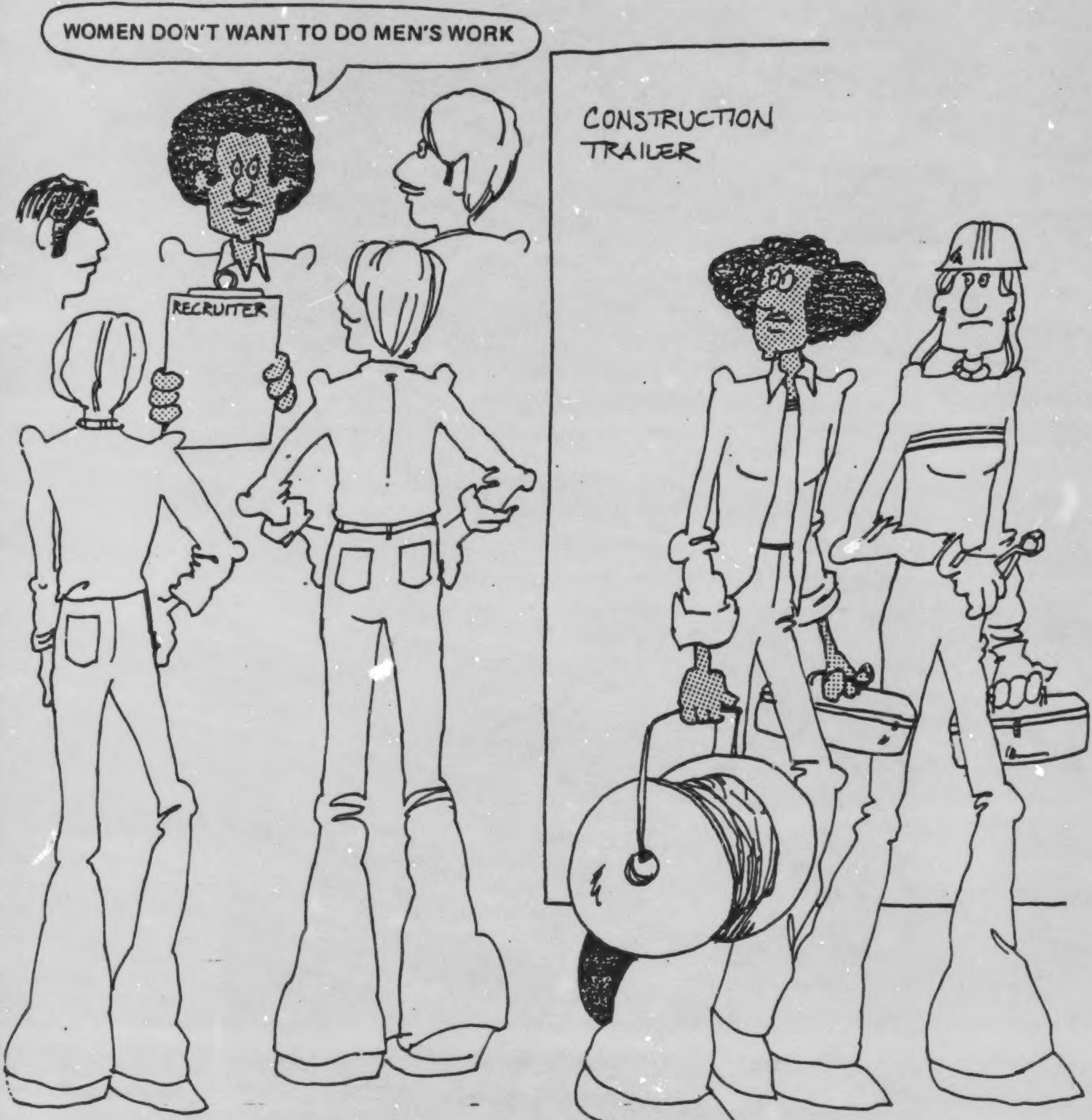
VOCATIONAL EDUCATORS BELIEVED ...


HOME ECONOMICS
OUR EQUIPMENT ISN'T MADE FOR WOMEN.
INDUSTRIAL ARTS
INSTRUCTOR

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

REMEMBER WHEN –

RECRUITERS WERE HEARD TO SAY...

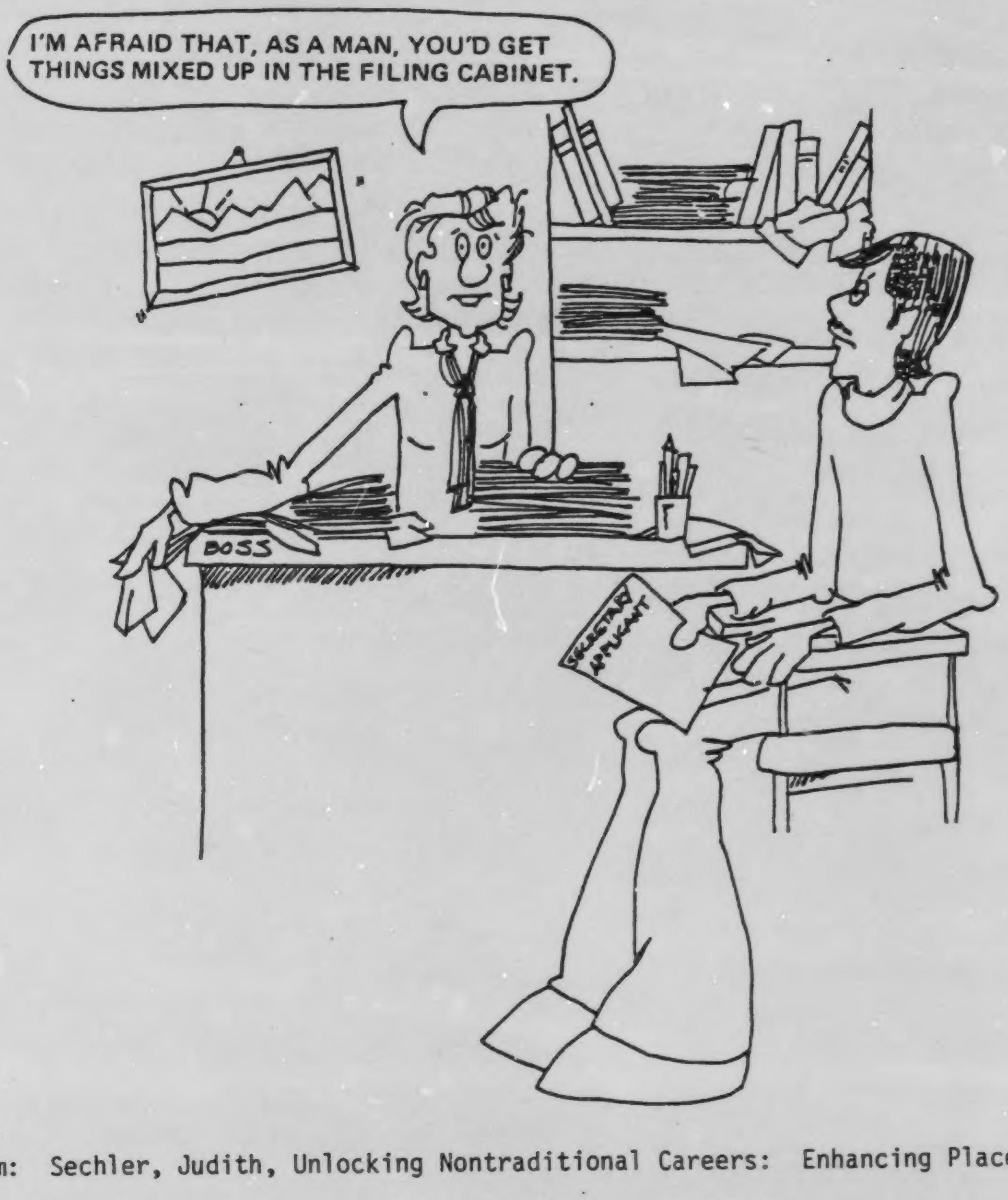

WOMEN DON'T WANT TO DO MEN'S WORK
RECRUITER
CONSTRUCTION TRAILER

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

Transparency II-4

REMEMBER WHEN—

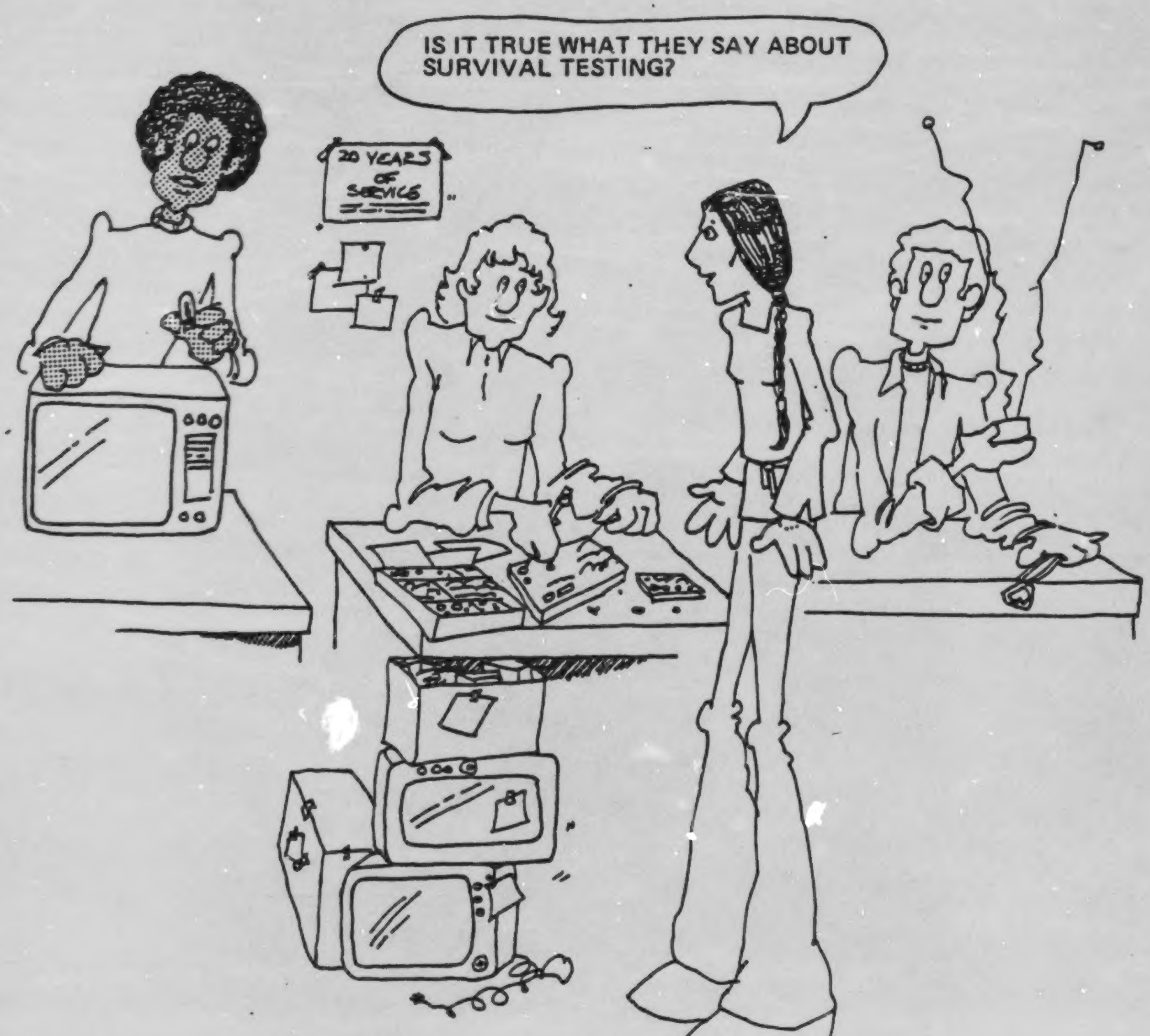
INTERVIEWS WITH EMPLOYERS MEANT . . .


I'M AFRAID THAT, AS A MAN, YOU'D GET THINGS MIXED UP IN THE FILING CABINET.
BOSS
SECRETARY APPLICANT

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

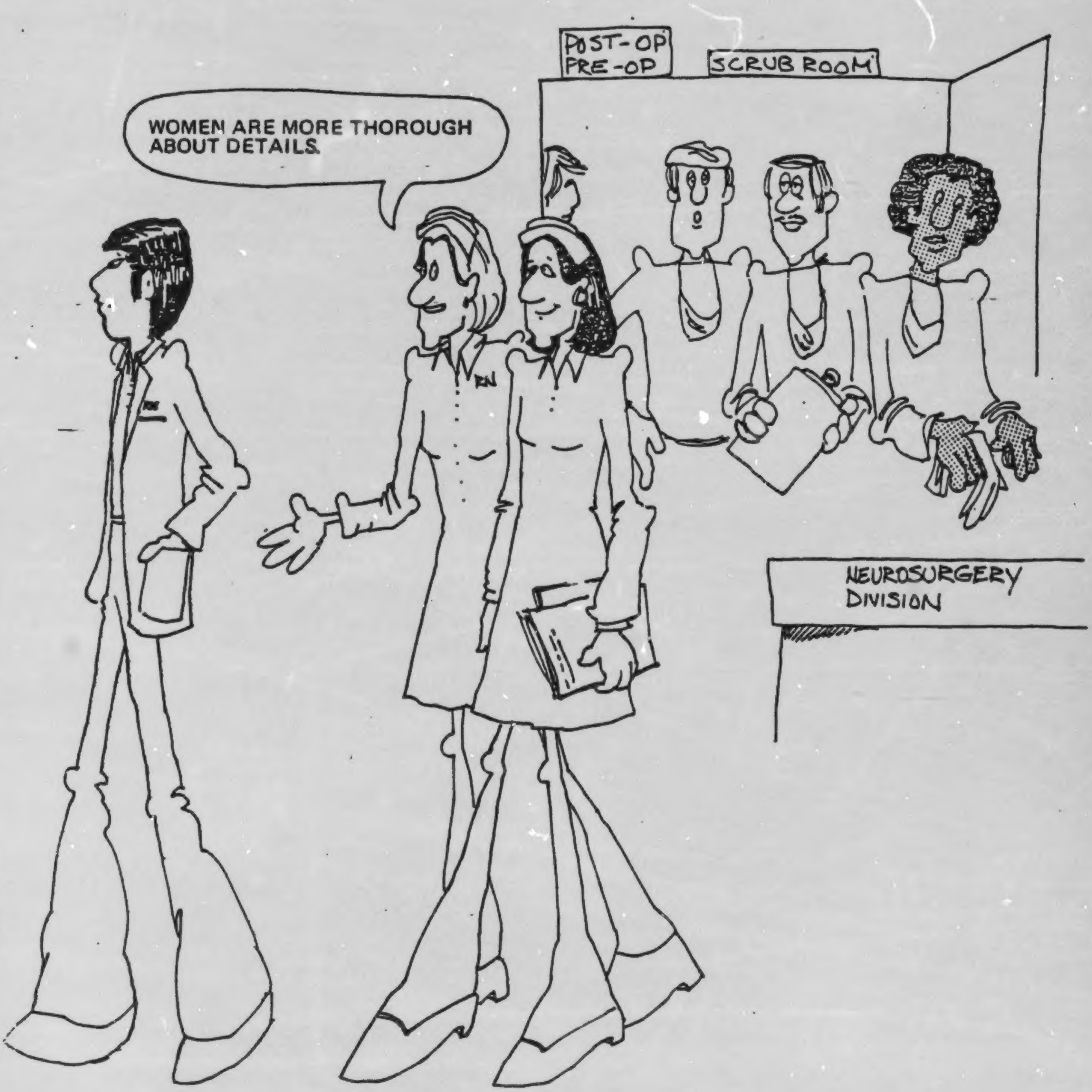
Transparency II-5

WHAT'S IT BEEN LIKE FOR NONTRADITIONALS?


IS IT TRUE WHAT THEY SAY ABOUT SURVIVAL TESTING?
20 YEARS OF SERVICE

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

HOW HAVE TRADITIONAL COWORKERS ACCEPTED THEM?


POST-OP
PRE-OP
SCRUB ROOM
WOMEN ARE MORE THOROUGH ABOUT DETAILS.
RN
NEUROSURGERY DIVISION

From: Sechler, Judith, Unlocking Nontraditional Careers: Enhancing Placements

APPENDIX - KNOW YOUR PRIORITY STUDENTS

APPENDIX

KNOW YOUR PRIORITY STUDENTS

A. Minorities in Vocational Education

B. Handicapped Students

C. Limited-English-Proficient Students

MINORITIES IN VOCATIONAL EDUCATION

Students from different cultural backgrounds, including many blacks, Hispanics, Native Americans and Asian Americans, have unique problems in relation to the cultural majority. These problems might be psychological or attitudinal, and may involve alienation or a sense of isolation. Other problems might be educational or related to an inability to speak or understand the dialect of the majority. The unique situation of students from different cultures is clarified by Groomes (1975) when he comments that minorities have different developmental needs as a result of their experiences, but have individual needs as well.

These individuals may also share some general characteristics and experiences:

1. They may be experientially disadvantaged.
2. They may be environmentally disadvantaged--economically, socially and/or educationally handicapped.
3. They may be discriminated against and alienated.
4. They may be from different cultural backgrounds.
5. They may lack basic academic skills and appropriate work competencies.
6. They may exhibit a learning performance pattern consisting of a short attention span requiring a variety of activity and involvement.
7. They may experience a minimum amount of individual attention at home, school or elsewhere.
8. They may be viewed as failures.
9. They may have a greater capacity to learn than they have exhibited.
10. They may be responsive to attempts to help them.

It is important to understand the attitudes of these students toward education in considering their guidance needs. According to the U.S. Office of Economic Opportunity (1970), many minority students view their educational experience in the following ways:

1. The school day is long and tedious.
2. The education they are receiving seems to lack relevance to their future life and needs.
3. The school system often fails to recognize and respect their culturally different backgrounds.

4. Some teachers lack an understanding of their special needs and problems.

5. Little or no special instruction and attention is provided to help them fit into the regular school programs.

6. Too much time is spent on discipline; staff members are occasionally involved in physical conflict with the students.

7. Too little time is given the type of counseling, encouragement, or other support they need to enter the world of work, which means that they leave school unprepared for a job. When these students encounter discrimination or are unsuccessful in finding jobs because of their age, race, or poor educational background, they do not believe that returning to school will improve their situation.

Students from different cultural backgrounds may have an additional characteristic which impairs their academic performance and retards their integration into the mainstream of life in this country. Many times these students speak and understand a dialect other than standard English. Differences in dialect can create difficulties in reading, comprehension, vocabulary, pronunciation, and spelling. Language differences in the classroom can threaten effective teaching and learning.

Educators have expressed many points of view on the teaching of standard English in the classroom. The posture taken on the importance of standard English has serious consequences for students from different cultural backgrounds. Critics of the use of standard English question the need to help students enter a society in which standard English is natural, especially when the values of the society are uncertain (Fasold and Wolfram, 1970). Others take the position that all students should know when and how to use standard English, but should also be allowed to retain their original dialect.

There is also a growing recognition that present teaching methods and materials may be inadequate to deal with the problems of nonstandard English. It is important for counselors and teachers alike to recognize the influence of nonstandard dialects spoken by minority students. Differences in dialect and cultural experiences can affect students' performance on tests and determine their academic placement.[1] Tests often contain cultural questions. Although culturally referenced tests have been developed, a culture-free test does not exist.

Priority population students are likely to have personal, social and academic difficulties which result in low success rates in schooling and employment. Teachers and counselors alike must be sensitive to the individual and group needs of these special students. Certain characteristics common to all three groups deserve the counselor's attention. The handicapped and the disadvantaged often have a poor sense of self-worth, experience alienation from the majority, lack exposure to adequate role models, and lack proper academic and job skills.

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[1] Lennon, Thelma C. Guidance Needs of Special Populations. National Center for Research in Vocational Education, Ohio State University, 1979. (ERIC/NCRVE: I.S. No. 145).

Perhaps the most serious disadvantage is the lack of basic academic skills, particularly communication skills. Many times, poor academic skills on the part of disadvantaged students are a result of difficulties in reading and understanding standard English. Difficulty with standard English becomes a major factor in students' ability to perform well on oral and written tests. Poor test results, in turn, may mean that students of normal intelligence are improperly labeled as slow learners and a pattern of academic failure is established.

Black Students

Research has shown that vocational schools are not enrolling enough minority students; and according to a new survey by the Education Department, regular high schools often place minority and handicapped students in stereotyped vocational programs.[2] A survey by the Education Department's Office for Civil Rights further maintains that Blacks comprise 18.4% of high school vocational enrollments, 11.3% of postsecondary vocational enrollments, and 10.3% of area vocational training center enrollments.

The report shows that minorities aren't making much headway in apprentice training programs, and handicapped students are concentrated in a few occupational programs such as auto repair, food management and home economics.

The Office of Civil Rights survey shows 13,290 black males and 530 black females enrolled in auto mechanics. Compared to these figures there were 7,494 Hispanic males and 284 Hispanic females. In terms of apprentice training programs, white males made up 20,769 of the total 30,224 students enrolled.

The OCR survey further reveals that the largest percentage of black enrollment is in consumer and homemaking and occupational home economics followed by office occupations. Blacks fared poorest in the agricultural and technical areas.

The NAACP's Legal Defense Fund referred to the OCR survey as added evidence that blacks are "over represented in the lowest quality programs and courses that equip them with no labor market skills or which train for low-wage, low-demand, dead-end jobs." The group also pointed out that blacks are under-represented in courses training youth in agricultural production, medical technology, welding, electronics, and administrative skills.[3]

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[2] Voc Ed Programs Are Stereotyping Minorities, OCR Survey Finds", Phi Delta Kappan, December, 1980.

[3] *Ibid*., p. 292.

One of the ways vocational education has dealt with the dumping ground syndrome often associated with vocational schools is to build more modern, well-equipped facilities in mostly white suburban areas out of the reach of urban youth, through attendance zoning, lack of transportation, or admissions requirements that are often discriminatory.[4] Studies have revealed that numbers of these institutions were built using federal funds targeted for low-income areas.[5] This fact poses further problems in black student access to quality vocational education.

Hispanic Students

The educational progress for Hispanic youth has been generally limited. In most instances, Hispanics are lacking in educational attainment. Over the years Hispanic youth have made some gains in education. Some that have been able to avail themselves of educational opportunities in higher education often experience discrimination in the labor market. Despite the fact that their education levels are well above their parents', Hispanic youth continue to have lower levels of educational attainment than their black and white counterparts. The median years of school completed for Hispanic youth was 10.9 years in 1978. For Mexican-Americans the median years of educational attainment was 11.0 years; this compares to 10.8 years for Puerto Rican youth in 1978.[6]

In his "Youth Employment Policies: An Hispanic Perspective," Richard Santos points out that the employment situation of Hispanics is influenced not only by market forces but by cultural, psychological, and social factors. Hispanic youth have their own ethnic culture, distinct from other youth. Depending on the situation, the labor market impact can either be positive or negative. For example, the need for immediate satisfaction may negate participation in long term training programs which have a high rate of return. A negative attitude toward work may cause loose attachments to the work force. Likewise, participation in such illegal activities as drug dealing will reduce labor force participation. By the same token, the dismal economic prospects in the youth labor market may cause negative attitudes and cultural views toward work.

Santos further goes on to note that in examining the labor market policies to effectively increase employment prospects for Hispanic youth, certain major elements were identified as crucial to an overall employment strategy. For example, it is important to recognize the diversity of the Hispanic youth group. Labor force participation rates and unemployment severity vary among the groups. The Santos article suggested that special attention be paid to the Hispanic minority females, especially Puerto Ricans and that the diversity of the group requires a variety of employment approaches.

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[4] Janet Wells, "Outside Looking In," Vocational Education, December 1978.

[5] *Ibid*., p. 46

[6] "Hispanic Youth and Public Policy: Data Problems, Issues and Problems," Vice President's Task Force on Youth Employment, Vol. 2, Gilbert Cardenas, Pan American University.

Other research indicates that the employment strategy should be designed to accomodate the needs of Hispanic youth, whether it is skill acquisition, income support, work experience, or combinations of the above.

In 1972, the National Center for Education Statistics began its National Longitudinal Study (NLS). Base year data were collected at that time from a representative sample of high school seniors. Respondents were classified as white, black, or Latin American on the basis of self-identification. The degree of overlap between the Latin American (Hispanic) ethnic category and the racial categories was not known. As was true when considering ethnic differences in participation in vocational education, it should be kept in mind that Hispanics had a much higher attrition rate than whites (entries 2.29-2.35). Therefore, data from NLS reflected information based only on that group of Hispanic students that remained in high school to become seniors. Some conclusions gathered from the data were that:

- Hispanic high school seniors were somewhat older than their white classmates. This is reflective of the higher rate of delayed education for Hispanic students. Only 20 percent of the white seniors but 49 percent of the Hispanic seniors in spring 1972 were over 18 years old (entry 2.13).

- Although Hispanic and white seniors reported spending almost equal amounts of time on their homework (entry 2.14). Hispanic students tended to get lower grades (entry 2.15). Only 35 percent of Hispanics reported grades of "mostly B" or better, compared with 52 percent of the whites. Given the high verbal content of most high school courses, it is possible that the grade differential is due to differences in English language competency.

- Hispanic students, more often than whites, reported being distracted from their studies by worries over money, family obligations, lack of a good place to study at home, and the feeling that their parents were not interested in their education (entry 2.16).

- Almost equal percentages of white and Hispanic students made their choice of a high school program on their own. Among those students who were influenced by others, Hispanic students were more likely to seek advice from multiple sources.

- Although many Hispanic students felt that their parents' lack of interest in their education adversely affected their study habits, almost twice as many Hispanic as white students reported that they were influenced by their parents in their choice of a high school program. Hispanic students more than white students were also influenced by their friends, guidance counselors, teachers, principals, clergy, and other adults (both relatives and non-relatives) (entry 2.17). It is of interest to note that relatively more Hispanics than whites reported that they had no choice of a high school program.

- When asked how important various factors were in their lives (entry 2.18), two factors were judged very important by over 80 percent of both Hispanics and whites. These were: being successful in their line of work, and finding the right person to marry and having a happy family life. Hispanic students more often than whites also placed greater importance on: providing their children with better opportunities than they had, working to correct social inequalities, being a leader in the community, and living close to their parents. White students more often than Hispanics placed importance on having strong friendships.

- Generally fewer Hispanic than white seniors participated in extracurricular activities (entry 2.19).

- When asked if they had ever heard of certain Federal programs designed to assist the educationally disadvantaged, such as Neighborhood Youth Corps, Talent Search, and Upward Bound, large percentages of both Hispanics and whites were unaware of these programs (entry 2.20). Awareness was slightly higher, however among white students. (For information on Hispanic participation in some of these programs, see entry 3.42).

Withdrawing from high school prior to graduation can have lifelong effects on one's social and economic well being. It is an act that can seriously limit one's employment opportunities and earning potential.

The NLS studies further note that Hispanics aged 14 to 19 were twice as likely not to have completed high school as whites in the same age bracket (entry 2.29). Examination of the 1978 data (entry 2.30) show that the disparity between whites and Hispanics become more pronounced with increasing age. The percent of noncompleters increases steadily with age, jumping sharply between ages 16 (the last year of compulsory education) and 18. The figures for whites tend to level off while those for Hispanics continue to rise gradually. Nearly 40 percent of the Hispanic population between the ages of 18 and 24 left high school without receiving a diploma compared with about 14 percent of the white population.

Puerto Ricans and Mexican Americans had noncompletion rates that were considerably higher than those of the other Hispanic subgroups (entry 2.31). When place of birth was taken into account (entry 2.32), approximately half of the Puerto Rican and Mexican American population aged 14 to 30 who were not born on the U.S. mainland did not complete high school. Of those born on the U.S. mainland, less than 20 percent did not complete high school.

Language background appears to be related to one's dropping out of high school (entry 2.33). Hispanics age 14 to 30 with a non-English language background dropped out of school 2-1/2 times more than whites with a mono-English background. On the other hand, Hispanics who were brought up in homes where only English was spoken had participation rates in school similar to whites with a mono-English background. Again, this cannot be interpreted to mean that background in a language other than English causes high noncompletion rates; rather a non-English background may be related to degree of assimilation, facility in English, or to socioeconomic conditions which may impact on the likelihood of completing school.

The study shows that there is a relationship between the financial status of one's family and the likelihood that one will complete high school (entry 2.34). As the financial resources of the family increase, the percent of people completing school increases. This was true for both white and Hispanic families, although at all levels, Hispanics were two to three times more likely than whites not to have graduated from school.

Women/Men in Nontraditional Programs

Women in vocational education have often found themselves confronted with what is considered their "realistic and proper" place in society, despite the fact that discrimination on the basis of sex has been illegal in vocational education for some time. Women students are generally under-represented in most vocational education programs and over-represented in those traditionally female-oriented programs. This is generally true in Massachusetts as well as the country as a whole.[7]

Efforts to meet the needs of women and men in nontraditional programs have focused predominately on women in order to increase the number of women pursuing nontraditional occupations and expand their representation in a broad range of training programs. Yet, educational personnel report that negative attitudes about nontraditional choices and expansion of male/female roles are still prevalent in state agencies, school districts and communities.[8] Where women have entered nontraditional programs, they often find that they are the only woman in the class or, at best, one of very few women. Programs to prepare women for this situation and provide support for those who are participating in nontraditional programs have been developed to assist them in preparing for and dealing with the harrassment they may face in class and the lack of support or ridicule they may face from peers and family. An additional factor relates to doubts women may have about their ability to succeed in a nontraditional environment; the absence of female instructors and/or role models does little to allay these fears.

Employers often have to be convinced that women are qualified to do jobs that have been considered men's jobs as productively as men. Men who are pursuing occupations that have been traditionally female are also suspect from the employers' view.

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[7] You Can Do It: The Vocational Education Recruiter's Guide, A. L. Nellum and Associates, 1983.

[8] National Advisory Council on Vocational Education and National Advisory Council on Women's Educational Programs. Increasing Sex Equity, Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education. Washington, D.C., December 1980.

Employers are particularly concerned about the disruption that may occur when a woman enters an all-male work situation. Some employers still hold attitudes that there are jobs that women should not do or that women should not work and take a job away from a man who is supporting his family. To respond to these concerns, voc. ed. personnel have to help educate employers about the roles of women and men in the work force, their abilities to do the job, and the reasons why they work.

That vocational education be free of sex-role stereotyping is most important, first of all, because it is a curriculum whose intent is to prepare individuals for work. Largely because of this employment linkage, it is the only high school curriculum that receives direct Federal funding.[9]

Secondly, although the Federal share in vocational education funding is only about one dollar in ten, nearly half of the Federal money that goes into secondary education comes through vocational education. Thus, if there is any place in secondary education the Federal Government can be a force for positive change, it seems most likely to be in vocational education.

Third, to a greater degree than in any other education program the Federal Government has already addressed sex equity in vocational education through congressional legislation. Sex equity is one of the four main goals of the Vocational Education Act as amended in 1976, and the Act contains extensive provisions designed to enable State vocational programs to overcome sex discrimination and sex stereotyping.[10] This legislation appears to have the potential for helping women and men in vocational education virtually eliminating bias and stereotying in voc. ed. programs.

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[9] 90 Stat. 2178 says in part that each State receiving Federal vocational education funds must assure that such funds "will not be used for any program of vocational education (except personnel training programs...and homemaking programs) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation..."

[10] Title II regulations provide the following definitions. "Sex discrimination" means any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of sex. "Sex stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of sex.

HANDICAPPED STUDENTS

Capabilities and Characteristics of Handicapped Persons

Handicapped persons have all the diverse characteristics of non-handicapped persons. In short, they are individuals. Each is a unique being with combinations of strengths and limitations, interests and disinterests, and vocational knowledge and naivete. Frequently, the handicaps aren't visible, and instructors are more aware of individual differences than they are of the existence of handicaps!

It is characteristic of handicapped persons that they have a more limited experience base than non-handicapped students by the time they reach adolescence. Largely because they have been lacking in opportunities, they often have a greater need to develop pre-vocational skills or awareness than do their non-handicapped counterparts. (For example, handicapped students' shopping opportunities are often less than those of non-handicapped students, so their awareness of comparative pricing of goods in retail sales might be minimal.)

Who Are the Handicapped?

- Handicapped persons are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who by reason of their condition cannot succeed in regular vocational education programs without special educational assistance or who require a modified vocational program. (California State Plan for Vocational Education, 1972.)

One of the problems that continually seems to arise with the handicapped, and many times unnecessarily so, is their classification and labeling. Understandably, classifications and groupings have importance from the standpoint of administrative accounting and for organizing relevant instructional materials. The reason for this is a straighforward one; there are particular techniques that can be very successfully employed for some handicapped persons that are unnecessary or even wasteful for others with different handicaps.

Vocational educators have experienced difficulty in meeting the special needs of handicapped students partly because they feel that they lack adequate training to work with these students. The needs of handicapped students may vary greatly depending on the particular individual. Some needs of these students may include:

- Private counseling services which will have an impact on family and personal relationships as well as academic achievement, career choice and work adjustment;

- Instructional support services which help improve the student's achievement in academic and vocational classes and laboratories;

- Psychometric and situational assessments which are useful in planning academic and career goals; appropriate academic and career choices may help avoid unnecessary frustration;

- Medical and health related services which can improve the student's capacities, thereby increasing the efficacy of the other services; and

- Construction of environment features to permit access--ramps, railings, lavoratory facilities, etc.

Meeting the needs of handicapped students requires a coordinated effort that will result in support and assistance from a variety of agencies and personnel with expertise to design services to handicapped students that are individualized, appropriate, and comprehensive. The development of a system of service delivery may require one or all of the following:

1. Establishing a definite philosophy of education of the handicapped; this will serve as a guideline for making policies.

2. Surveying local resources to identify health, social and vocational rehabilitation agencies; physicians, psychologists, counselors, and nurses are individuals who also need to be identified as resources.

3. Determining the availability of special transportation and special equipment is also important; resources for modifying the physical plant need to be located.

4. Determining the availability of special instructional materials; this includes teacher aides, equipment, and curiculum syllabi;

5. Determining the availability of highly-trained personnel who are experienced in the care and education of the handicapped.

In the job placement of handicapped students, the vocational educator plays a key role in breaking down employers' fears and attitudinal barriers. Vocational educators must understand the strategies that reduce employers' fears; know how to explain student skills in relationship to the particular task required in a job (using terms the employer will understand); discuss the aspects of the job which the special-needs student can perform in order to get the job done; explain the use of special equipment or the redesign of the task as it was modified in the classroom; ways to restructure the job; and how to explain that insurance rates are not determined by the type of employee hired. The vocational educator's role should be one of assisting an employer in hiring a special-needs person based on his or her abilities, not disabilities.[11]

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[11] Puzzled About Educating Special Needs Students? Wisconsin Vocational Studies Center.

Vast numbers of handicapped adults have passed through their formative years without the kinds of educational and vocational experience that would prepare them for a useful place in society. Many of them have been denied entry into training opportunities because their potential was underestimated; still others, because an instructor or counselor was doubtful that they could be successfully placed to gain work experience. Fortunately, the situation is changing, and changing rapidly.

A number of systematic efforts are being carried out to correct this inequity, including a variety of federal and state programs which place increased emphasis on the education of the handicapped and on the provision of appropriate resources and support services at the school level.

Probably the most important influence on the handicapped student's performance will be the people you involve as you work with him or her. It will be necessary for you to cooperate with most of the people below in order to work effectively with handicapped students:

- The special educator - the person whom the handicapped student most closely relies on in most schools. Professionally trained and ready to cooperate, he/she will help you to avoid mistakes rather than make them.

- The classroom aide - a person you may not have as yet. If special assistance during class hours or tutorial help out of class is necessary (not for your sake but for the student's), you may find this person invaluable, a good extension of yourself.

- Occupational therapists - have been very helpful in specifying the kinds of performance handicapped persons can do. They can help in the matching of physical potential to appropriate vocational goals.

- Rehabilitation counselors - providing a valuable link to resources, specialized training and post-school vocational follow-up leading to employability. Cooperation between school and rehabilitation personnel frequently pays real dividends.

- Parents - the unsung heroes. They have lived with the handicapped child long enough to learn a few things that you might like to know. Remember, too, you need their support at home while you interact with their child at school.

- Employers - a key to on-the-job success in work study and work experience programs. The flexibility and positive support of the employer is one of the biggest boosts a handicapped student can get.

- Vocational committees - most vocational education programs have one. It may include a subcommittee for the handicapped or have handicapped persons on the committee itself. Remember, committees are most helpful when the members can attract the broad based community support that you and the handicapped student need.

- Volunteers from the community - many persons would work with the handicapped student when given the chance. Contacting appropriate local volunteer groups can lead to surprising amounts of help.
- Medical personnel - they are as much interested in preventing medical problems as curing them. If you feel that there are tasks which might be risky for your handicapped students, check them out. Get to know your student's physical limitations.[12]

Legislation at the Federal Level

Recent federal legislation recognizes the need to prepare students for later life and a meaningful occupation and thus ensure that handicapped persons who can be productive members of society and who will work at some future time with non-handicapped persons [illegible] be afforded an opportunity to be a part of regular vocational [illegible] whenever possible. Likewise, non-handicapped graduates of vocational programs are more likely to accept co-workers who are handicapped if they have learned during their schooling that these persons can get jobs done and in no way present a deterrent to their own performance.

The Vocational Education Act of 1963 together with the Vocational Education Amendments Act of 1968 (Public Law 90-576) assure that any school district offering vocational education will do so on an equitable basis, even though students may have a disadvantaged background or be mentally or physically handicapped. Part B in the legislation makes provision for the modification of services and special supportive assistance that are often desirable when handicapped students are involved. These "earmarked" funds can be used in a number of ways, depending on local needs and priorities.

It is important to realize that many of the services covered are not needed continuously. Interpreter services, for example, may be very important for a few weeks, then diminish in necessity. Also, many of the expenses for handicapped students, such as ramps and rails, are one-time-only requirements. The following table shows some of these services.

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[12] Adapted from: Mainstreaming The Handicapped in Vocational Education, American Institute for Research.

TYPES OF PROGRAMS AND SERVICES COVERED BY FEDERAL LEGISLATION

1. Surveys by contract or by staff members to identify
    a. Handicapped population
    b. Methods, materials, equipment and techniques utilized in providing vocational education programs, services, and activities for handicapped persons
    c. Occupational opportunities available to the handicapped
    d. Other agencies, organizations and individuals who are concerned with and knowledgeable about education of handicapped persons
    e. Extent of vocational preparation being provided by other agencies and organizations
    f. Areas in which programs are needed (geographic, population groups, manpower needs, etc.).

2. Recruitment and promotional activities designed to reach handicapped persons, potential employers and potential teachers, and to develop community participation and support

3. Scheduling modifications which require
    a. Additional faculty time
    b. Extended school day, week, or year which requires additional faculty time and other related expenses
    c. Individual instruction

4. Formation and servicing of advisory committee for the handicapped

5. Formation of and participation in activities of coordinating committees to include travel expenses, additional time of assigned faculty member, and additional clerical expenses

6. Modifications of regular program
    a. Special equipment and facilities modification necessary for handicapped persons if they are to succeed in a regular vocational program--includes purchase, repair, and maintenance
        (1) Special materials or signal systems
        (2) Ramps, handrails, and modified work stations
        (3) Simplified equipment and alternative controls for equipment
    b. Curriculum modifications for individual students which may involve additional expenditures
        (1) Additional time allotment needed for skill development
        (2) Special workbooks and/or textbooks
        (3) Task analysis
    c. Educational services which are supplementary to regular programs and are specifically needed by reason of the handicapping condition
        (1) Psychological services; testing, evaluation, consultation services which are additional to those provided to non-handicapped students
        (2) Reader services for the visually handicapped
        (3) Guide services to lead handicapped students to classes, restroom, bus, etc.
        (4) Interpreter services for the deaf
        (5) Tutorial services
        (6) Teacher training activities
        (7) Vocational orientation for handicapped persons
        (8) Remedial education
        (9) Educational specialists, speech therapists, teachers of the deaf, teachers of the blind, etc.
        (10) Consultation services which may require extra time in meeting with parents
        (11) Job placement coordinators, job finding, placement, and employment follow-up services
        (12) Program and curriculum development
        (13) Guidance and counseling services which are in addition to that provided to non-handicapped students
        (14) Transportation services which are in addition to those provided to the non-handicapped
        (15) Rental of classroom and office space
        (16) Minor remodeling and alterations of previously completed building space
        (17) Contract with a private agency to provide program services and activities which the local educational agency cannot provide

Adapted from: Mainstreaming The Handicapped in Vocational Education,
American Institute for Research.

There is other federal legislation which has important ramifications as well. The Education of the Handicapped Amendments of 1974 (Public Law 93-380, Part B) makes clear that

> "to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Public Law 93-380 further stipulates that grants and contracts are authorized for developing and operating a

> "specially designed or modified program of vocational, technical, post-secondary or adult education for deaf or other handicapped persons."

Priorities are to be given to (a) programs serving multi-state regions or population centers, (b) adaptation of existing programs, and (c) programs serving areas where a need is clearly demonstrated.

The Education for All Handicapped Children Act of 1975 (Public Law 94-142) is recent legislation having broad significance for educational services at state and local levels. This legislation adds further emphasis to the concept of "mainstreaming" the handicapped and specifies that the least restrictive educational environment should be provided, consistent with the handicapping condition and the potential of the individual. Certainly for a large proportion of handicapped students, participation in regular classes for a portion of the day is both practical and appropriate. Public Law 94-142 provides special funds for the elimination of architectural barriers in educational facilities where these interfere with the handicapped person's receiving full services.

The Rehabilitation Act of 1973, together with the Rehabilitation Act Amendments of 1974, is another important piece of federal legislation that is designed to help handicapped persons vocationally. The federal program of vocational rehabilitation services is carried out in the form of grants-in-aid to state and local governments. At the community level, once the potential for vocational placement is established for an individual, handicapped clients can receive help in numerous ways through their rehabilitation counselor. For example, they can receive specialized equipment, transportation, books and materials, special and tutorial services, help in communication or interpretation, and such assistance as is necessary to develop (a) living skills, (b) occupational readiness, and (c) job placement.

LIMITED-ENGLISH-PROFICIENT STUDENTS

LEP Characteristics--What Services Do They Need

Limited-English Proficient persons face a number of problems in gaining access to and succeeding in educational programs and in jobs. They are not, however, homogeneous in their makeup, but display a variety of characteristics. Their English proficiency ranges from zero to advanced (but still substandard). Education levels vary from completely unschooled and needful of rudimentary learning tools to highly educated. While some LEP persons are highly literate in their native languages, others may be totally illiterate, or speak a non-written language. Some speak and write a language whose alphabet has Latin characters, or that has other linguistic characteristics similar to those of English, and therefore face an easier transition to English proficiency. Others speak and write languages whose characters are non-Latin, or whose phonology markedly differs from the English phonic sounds, and thus may take relatively longer to make the transition to English proficiency.

Some LEP persons have professional or technical occupational skills but need recertification or English language skills to make their skills saleable in the U.S. job market. Many have skills that won't transfer into the U.S. job market or have no saleable job skills at all. While some are employed, most are underemployed or not employed at all. They are of different ages and are from varying socio-economic backgrounds and have different legal resident status.

LEP populations have a diverse array of cultural backgrounds. Some were born and have lived for a long time in the United States, though many of these people live in the isolation of an urban barrio or a migrant camp, still immersed in a non-mainstream subculture. Others arrived in the U.S. recently, either by their own choice as migrants or immigrants, or by necessity of escape, as refugees. Of the recent immigrants, some are from urban industrialized environments and others are from traditional rural settings totally unlike modernized U.S. society. The cultural diversity among LEP persons presents a broad array of language groups to be dealt with, as well as a myriad of different values regarding time, world view, interpersonal relations, learning style, and attitudes toward education, family, age, occupations, and physical work.

LEP persons face difficulty in seeking, keeping and advancing in jobs. They face language, cultural, and educational barriers at a time when the English-speaking job market requires increasing educational achievement. They often have no transportation, no money for day care, and depend upon secondary job market underemployment or welfare for subsistence. While cultural shock is pervasive for newcomers, longtime LEP residents feel a sense of discrimination and denigration.[13] Both lead to a sense of low self-esteem and lack of self-confidence.[13]

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[13] Jack Reynolds, Kamer Davis and Marta Kelsey, The PLESA Experience: Training and Employment Services for Persons of Limited English-Speaking Ability, Washington, D.C.: University Research Corporation, 1978.

LEP persons' objectives and motives for attending education and training classes differ according to the person's characteristics and background. Necessary employment-related services include vocational skill instruction, English-language instruction, job-search-and-readiness counseling, counseling on work habits and attitudes, job placement, basic skills instruction, career counseling, cultural orientation, and survival skills. They often need additional support services to ensure success in employment training and in subsequent employment, transportation, day care, personal counseling, health and mental health aid, legal aid, driver's-license training, financial support, and other services.

Unfortunately, traditional vocational education and employment training programs often are environments that are unfamiliar to LEP students, dominated by a language and culture insensitive or even hostile to linguistically and culturally different persons. While these systems are the keys to acquiring skills for jobs and self-sufficiency, they are taught in English, with prerequisite English proficiency levels. LEP persons often don't comprehend school activities and have difficulty with educational tasks. Dropout rates for LEP persons are high. Thus, LEP persons frequently find it difficult to enter or to succeed in vocational education. They find themselves unable to gain the job skills necessary to break their circle of disadvantagement.

NEED SUBGROUPS WITHIN THE LEP POPULATION

The diversity of need subgroups within the limited-English proficient population defies simple classification. LEP individuals fall at varied points on the following scales:

1. English-language proficiency:
   zero....................................advanced, still substandard
2. Basic educational background:
   nonliterate
   in primary language,
   no formal learning skills.........................highly educated
3. Occupational skills:
   no skills...highly skilled
4. Cultural background:
   non-Western...Western
   pre-industrial...industrial
5. Time in U.S.:
   recently arrived.......................U.S.-born, longtime citizen
   or resident
6. Age:
   youth..adult
7. Language group:
   non-Western, Western linguistic patterns
   linguistically unlike English...................similar to English

This is not comprehensive. Other factors such as legal resident status, socioeconomic class, place of residence, and occupational status also will affect training and education for LEP persons.

Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, California Advisory Council on Vocational Education, 1981.

TYPICAL LEP STUDENTS IN AN ADULT CLASSROOM

These students are all in the same adult classroom. The level and kind of instruction they need are widely divergent.

* * * * * * *

Marta is 28 years old. She is a Cuban refugee who arrived in this country four months ago. In Cuba she lived in a large city and worked as an elementary school teacher. She speaks English at an intermediate LEP level.

Enrique is 44. He has worked as a migrant farm laborer for several years since he came here from Mexico City. He has a 6th-grade education and reads and writes Spanish at an elementary level. He has an English proficiency of high-beginning.

Monolo is 18. He arrived here last month to join his brother's family from a small mountain village in Northern Mexico. He has no formal education and can't read and write in his own language, an Indian dialect, or in Spanish, his second language. He worked in subsistence agriculture in Mexico. His English proficiency is zero.

Sara is 19. She was born in an urban neighborhood in California. She dropped out of school in the 8th grade because she couldn't understand class work well enough to keep pace. She has worked as a baby sitter. Her English proficiency is high intermediate to advanced LEP.

Tien is 21, from the Capital city of Vietnam. He worked as a lab technician before leaving Vietnam. He has finished one year of post high school technical instruction. His English proficiency is beginning.

Chuob is 32. She is from Cambodia. She has never attended school and speaks only her native tribal language. She was a fisherman's wife in Cambodia. Her English proficiency is zero.

Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, California Advosory Council on Vocational Education, 1981.

Legal Mandates

Legislation and court action in recent years have addressed the inaccessibility of programs to LEP persons. The Civil Rights Act of 1964, Title VI, prohibits discrimination on the basis of ethnicity and cultural background. The former U.S. Department of Health, Education and Welfare established administrative regulations prohibiting discrimination in any educational program receiving federal funds. The Equal Education Opportunity Act of 1974 extended these regulations to all students in public school, whether or not federal funds were involved.

Lau vs. Nichols, a suit against the San Francisco Board of Education in 1974, found that a school which doesn't provide special English language instruction to students who don't speak English denies meaningful opportunity to participate in the public educational system:

> Imposition of a requirement that before a child can effectively participate in the educational program, he must already have acquired those basic English skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful...
> Lau v. Nichols, 414 U.S. 563 (1974).

Federal CETA Legislation in 1973 and Federal Vocation Education Legislation in 1976 addressed the issue of equal access to vocational education for persons with limited-English proficiency. The Comprehensive Employment Training Act of 1973 listed persons of Limited-English Speaking Ability (PLESA) as a target population. The Act required Prime Sponsors to provide PLESAs with job-skills, training, counseling and placement in their primary language, to increase participants' English-Speaking ability and to develop job opportunities for LEP participants.

The Vocational Education Amendments of 1976, Title I, Part B, Subpart 3 (formerly Title I, Part J) established bilingual vocational education as a national priority and allotted funds for program development. These programs are to provide bilingual vocational training to persons of limited-English ability who are unemployed or underemployed and who are unable to benefit from English vocational training. The vocational Education Act also required Five Year State Plans for vocational education to include provisions for programs, research and development, and demonstration projects intended to serve LEP persons. Finally, the Adult Basic Education Act (PL 91-230) provides for bilingual adult education for limited-English proficient adults.

The Current Situation

The extent to which the efforts generated by these laws are realizing the intent of the law in vocational education settings is uncertain. Some major problems still exist:

- Many LEP persons never have the opportunity to enroll in vocational programs in high schools. Either they drop out before grades 8-10, or they can't meet the language requisites set for the classes.

- Many LEP students in the K-12 system don't have time to take vocational education courses. They have all of their class time earmarked by compensatory and bilingual education and by basic graduation requirements.

- There is still resistance among LEP persons to studying vocational education in schools because of its lingering association with the "dumb" track. There is also resistance among bilingual teachers and counselors to refer LEP students to vocational programs. There is a "pro-academic" bias among these staff members, often caused by the same negative prejudices about vocational training.

- Most LEP students in educational institutions are placed in bilingual education or ESL classes because of special assistance available. These programs neither provide vocational education nor are they designed to coordinate with vocational education programs.

- Lack of cost-saving open-entry/open-exit training systems and lack of funding priority for special services and special materials to serve linguistically and culturally different students further decrease the likelihood that LEP students will benefit from vocational training.

- Legislative and administrative policies differ greatly on population identification, eligibility, and service guidelines. Systems for comparable population identification and for coordinated needs assessment and program delivery don't exist.

- The increasingly diverse educational levels, language abilities and culture backgrounds which often occur within a single classroom confront even the most prepared teachers with an almost insurmountable challenge.

- Most vocational teachers are not trained in the language and cultural skills specifically needed to serve the needs of LEP persons. Too few multicultural or multilingual staff persons, in education and training and in service agencies, limit the extent to which these programs and services benefit LEP persons.*

*Adapted from: Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California, The California Advisory Council on Vocational Education, 1981.

In the last fifteen years or more, both statutes and court cases have called for educational innovations to assure equal opportunity for disadvantaged persons, including those with limited-English proficiency. But problems continue. Many vocational programs restrict access for LEP persons through minimum English requirements, and language classes that these students attend often do not relate to vocational training. Limited career counseling support and a lack of vocational teachers trained to instruct LEP persons often add to these restrictions.

RESOURCE MATERIAL

GENERAL BACKGROUND

Color Our Children Carefully: A Guide to Equity and Excellence in Education
The Mid-Atlantic Center for Race Equity, The American University, Washington, D.C.

Learning the Teaching Trade: A Study of Vocational Teacher Training in Massachusetts by Logos Research Institutes, Inc. for Massachusetts Department of Education, Division of Occupational Education, Fall, 1981.

Dale J. Rezabek et., al. "An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California," Horizon, 1981 California Advisory Council on Vocational Education

Available for $7.10 from California State Department of General Services, Office of Procurement, Publication Section, P.O. Box 1015, Highlands, Ca. 95660

Examines size and growth of LEP population in California, the needs and characteristics, mandates and unsolved problems. Provides a framework for problem solution that includes (1) addressing language and cultural barriers, (2) four instructional models based on vocational English as a second language, (3) support systems needed and (4) coordinated planing and implementation needed. An overview of fourteen current programs operating in California is provided

Frederick P. Nader, "Supportive Services: A Conceptual Framework," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

George R. Quarels, "Training and Motivation of Youth," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Describes a variety of programs in New York City to address youth employment issues related to training and motivation.

Taylor, Frederick A. "Youth Access to Private-Sector Jobs," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Describes the metropolitan Cleveland Jobs Council activities over ten years highlighting approaches that have and have not worked in securing private sector jobs for youth.

Graham, Richard A. "Practical Alternatives for Educating the Poor: Education Remedies for Youth Unemployment," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Brickell, Henry M. "Practitioners' Perspectives on Youth Programs," A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Graubard, Allen. "Alternative Education and Youth Employment" A Review of Youth Employment Problems, Programs and Policies, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

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Santos, Richard. "Youth Employment Policies: An Hispanic Perspective," *A Review of Youth Employment Problems, Programs and Policies*, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

Cardenas, Gilbert. "Hispanic Youth and Public Policy: Data Problems, Issues, and Needs," *A Review of Youth Employment Problems, Programs and Policies*, The Vice President's Task Force on Youth Employment, Vol. 3, January, 1980

King, Joe, Jr. *The Perceptions of Black High School Students Toward Vocational and Technical Education Programs*, doctoral dissertation completed at Michigan State University, June, 1973

Weisgerber, Robert, Ted Hawthorne. *Mainstreaming the Handicapped in Vocational Education: Developing a General Understanding*, American Institute for Research for Bureau of Occupational and Adult Education, 1977

This is one of a series of modules for improving knowledge and skills of vocational educators serving handicapped students in regular classrooms. This module is intended for in-service training. It focuses on developing a general understanding of goals, components and approaches used in regular vocational education involving the handicapped. This document provides an excellent overview of what can realistically be covered in an in-service program.

Showalter, John. *Using Labor Market Forecasting for Vocational Education Planning* Ohio State Department of Education, Columbus. Division of Vocational Education, 1975

Barry, O.J. *Bilingual and vocational concept learning: a study of the acquisition of vocational concepts by bilingual students in vocational education programs.* College Station: Texas A & M University, Center for Career Development and Occupational Preparation, 1977.

Lopez, Victor. *Bilingual vocational program - Part J*. Final report. Crystal City, Texas: Crystal City Independent School District, 1979. (ERIC Document Reproduction Service No. ED 167-726).

Mateo, M.L. and others. *Multivariate analysis of bilingual vocational education*. Research report 77-07. Wilmington, California: Los Angeles Harbor College, 1977. (ERIC Document Reproduction Service No. ED 148-426).

Poczik, Robert. Bilingual education for adults: a summary of two meetings. Washington, D.C.: Bureau of Adult and Vocational Education, P.O. Box 190, Arlington, Virginia, 1979.

Proceedings of the bilingual-bicultural program guidelines conference. Dallas, Texas, January 1973; Washington, D.C.: National Spanish Speaking Management Association, 1973.

GENERAL BACKGROUND

Salazar, A. and Christiansen, J.E. The need for bilingual vocational education programs in secondary schools in Texas. Final report. College Station, Texas: Texas A & M University. (ERIC Document Reproduction Service No. 137-518).

Saville-Troike, Muriel. Guide to culture in the classroom. Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1978.

The status of bilingual vocational training, fiscal year 1976. A report of the Commissioner of Education and the Secretary of Labor to the President and to the Congress. Washington, D.C.: Department of Labor and the Office of Education, 1976, (ERIC Document Reproduction Service No. ED 133-998).

Mainstreaming Special Needs Students in Vocational Education

Dietrich, Dennis J., Venango County Area Vocational-Technical School, PA, 1978. (ED 159361)

The focus of this study is the ability of educable mentally retarded students to succeed in mainstream voc ed programs.

A Fair Shot/An Equal Chance: A Handbook for Vocational Students in Non-Traditional Occupations

Uses role playing, explains group support, peer counseling.

Mainstreaming Handicapped Students in Occupational Education: Exemplary Administrative Practices

Farrier, Randolph B., City University of New York. (ED 154163)

This study was funded by the State of New York to seek the administrative practices which lead to successful programs for mainstreaming handicapped students in occupational education programs. A series of schools in New York State were visited. The report summarizes the administrative practices which seem to contribute to successful programs including such factors as the organization and structure of the program, the professional training activities and the personnel involved.

Vocational Education for the Handicapped: A Review

Hall, Marc E., Ohio State University.

This report focuses on the physically handicapped, summarizing techniques used to successfully mainstream the handicapped in vocational education. Practical suggestions regarding the inclusion of the handicapped in voc ed are given. An Appendix includes descriptions of information systems on the handicapped.

Vocational Education Sex Equity Coordinators' Survey Results

Hartman, Elizabeth A., and others.

National survey of the State Directors of Vocational Education to determine if sex equity coordinators had been appointed and if they were functioning as specified by the law. Survey requested information regarding sex equity coordinator functions, backgrounds, administrative structures, etc. Findings -- most states have adequately complied with the law in establishing and funding the position of sex equity coordinator.

It's Not Funny It's Illegal

Project Scope

Handbook of laws re: equal education and employment opportunities.

National Council on Bilingual Education Fourth Annual Report 1978-79

This report briefly describes the origins of the movement for bilingual education and the impact of the Bilingual Education Act. In addition to discussing the funding level and intent of the Act, some of the various programs used in different states are briefly described.

Some useful background information and program descriptions of select successful bilingual programs is found on pages 8-23. A National Clearinghouse on bilingual ed. is (or was) maintained in Rosslyn, Virginia; it might be worthwhile to contact them for information regarding teaching Hispanics, cultural characteristics, model programs and the like.

A section on adult and vocational education programs very briefly mentions funding available under Part J of Title VII for bilingual vocational education.

National Origin Desegregation Assistance Centers are federally funded TA agencies designed to assist school districts which must meet federal language desegregation guidelines. These centers, funded by the U.S. Office of Education, work with school districts at their request, to design and implement plans to meet federal desegregation standards.

Chapter 5 provides a short description of the state laws regarding bilingual education.

Together We Can

Strategies for the facilitation of peer group support for vocational students in non-traditional programs. Some general advice and short bibliography.

Try It, You'll Like It: A Student's Introduction to Non-Sexist Vocational Education

Marcia Matthewson, Shirley McCure

Some thoughts and information on non-traditional vocational education aimed at students.

Needs Assessment Procedure: Mainstreaming Handicapped

Hughes, James H., and Eric Rice, System Sciences, Inc. 1978. (ED 160891)

The study concentrates on the development of procedures for assessing the needs to provide mainstream vocational education to handicapped students. The report includes a suggested procedure.

GENERAL BACKGROUND

Handicapped Persons in Wisconsin's Vocational, Technical and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers

Kumar, Vincent, University of Wisconsin, Wisconsin Vocational Studies Center, 1977.

This document includes details on the success of then current vocational and technical education programs in meeting the needs of handicapped students. Also discussed are the barriers which prevent the handicapped student from enrolling in or completing vocational schools. The report includes the survey methodology and the survey data; Chapter 7 contains a summary and a list of recommendations.

Leadership Practices for Directors of Vocational Education

Ten subject areas are covered here, including staff selection, curriculum development and student-personnel relations. The latter discusses pupil discipline and job placement.

Occupational Education for Special Needs. What It Is, How It Works; A Handbook For Regional Staff

Massachusetts State Department of Education, Bureau of Special Needs (BSN) 1978.

The activities of the BSN and their goals and priorities for service to the handicapped and disadvantaged are described in this handbook. The handbook also describes the characteristics of programs to serve special needs students, including descriptions of model programs.

Guidelines for Establishing a Vocational Assessment System for the Special Needs Student

Sceefo, Joseph L. and William C. Henry, The State University at, Rutgers, 1978.

In addition to presenting guidelines on how vocational education can be integrated with career education, this manual includes some discussion of the relevant federal legislation. The major methods of vocational assessment are discussed, and information on establishing and operating a vocational assessment unit is presented.

Race and Sex Compliance Issues in Vocational Education

NAACP, 1977 (ED 154199)

This report was intended to focus on issues which should be considered by the National Institute of Education in their study of vocational education opportunities for Black Americans. Among subjects covered, the report includes discussion of the barriers faced by Blacks in attending vocational schools, the extent to which vocational training perpetuates discrimination and how counselors perpetuate segregation.

GENERAL BACKGROUND

Women in Non-Traditional Vocational Education in Secondary Schools. Final Report

Kane, Roslyn D. and Pamela E. Frazee, HEW-Bureau of Occupational and Adult Education.

The principle focus of this study was the factors which influence occupational decisions and future plans of high school women enrolled in non-traditional vocational training and the problems experienced by women enrolled in non-traditional occupations. Among the findings were that interest in an occupation was the primary reason for selecting a non-traditional career. The problem reported most serious was that men found it difficult to adjust to women in the classroom.

Snedden, David, *Fundamental Distinctions between Liberal and Vocational Education*, Curriculum and Instruction, Spring 1977.

Hickcox, Edward S., and Doris W. Ryan, *Governance and Administration in a Period of Declining Enrollments*, CI, Winter 1979.

Campbell, Ann, *Are Instructional Leaders Still Needed*?, Educational Leadership October 1977, Vol. 35, No. 1.

Rosenberg, Max, *Education for Pluralism*, Educational Leadership, October 1977, Vol. 35, No. 1.

McLaughlin, Mulbrey, and Paul Berman, *Retooling Staff Development in a Period of Retrenchment*, Educational Leadership, December 1977, Vol. 35, No. 3.

Valverde, Leonard A., *Multicultural Education: Social and Educational Justice*, Educational Leadership, December 1977, Vol. 35, No. 3.

Firth, Gerald R., *Ten Issues on Staff Development*, Educational Leadership, December 1977, Vol. 35, No. 3.

Combs, Arthur W., *Teacher Education: The Person in the Process*, Educational Leadership, April 1978, Vol 35, No. 7.

Holliday, Frances B. and Carole Edwards, *Building on Cultural Strengths: A Route to Academic Achievement*, Educational Leadership, December 1978, Vol. 36, No. 3.

Slavin, Robert E., *Integrating the Desegregated Classroom: Actions Speak Louder than Words*, Educational Leadership, February 1979, Vol 36, No. 5.

Rodriguez, Domingo A., Bilingual Education: *The Quest for Diversity and Quality* Educational Leadership, February 1979, Vol 36, No. 5.

Cawelti, Gordon, *Which Leadership Style—From the Head or Heart?*, Educational Leadership, March 1979, Vol. 36, No. 6.

Vann, Allan, Patricia A. Novotney, and Robert E. Knaub, *Three Principals Discuss the Principal's Leadership Role*, Educational Leadership, March 1979, Vol 36, No.6.

GENERAL BACKGROUND

Klaiber, Susan, Conducting a Labor Needs Analysis—A Guide for Education,
Somersworth High School, Somersworth NH

A National Agenda for Vocational Education

American Vocational Association, Arlington, VA, June 1981.

Section on responding to the nation's equity goals provides data and information on the participation of special populations in vocational education and makes recommendations about how to improve programs serving those populations.

The Federal Rise in Vocational Education

National Commission for Employment Policy

Chapter 1, the Federal Interest in Vocational Education: Theory and Practice, reviews major national research evaluating vocational education programs in terms of economic outcomes among participants. There are some relevant implications for women and minorities.

Voc Ed, April 1981

This issue of Voc Ed is devoted to the participation of handicapped students in vocational education and is designed to provide practical tips on how to help special needs students' success in vocational education. Articles include:

"Vocational Education Serves the Handicapped" Charlotte Conoway
Describes legal mandate, profiles handicapping conditions, identifies exemplary programs, describes characteristics of successful programs, major issues in serving handicapped.

"The Hidden Handicap" Lois Hullinger
Focuses on the learning disabled student, describes dysfunctions, recommends strategies for addressing dysfunction.

"Special Students Can Make It" Mary Ann Todd
From the viewpoint of a vocational adjustment coordinator, describes program for preparing special needs students for employment. Good recommendations for placement.

"In-Service Training: Planning the Programs" Gary Meers
Describes the components for developing an effective in-service program to assist teachers in working with the handicapped. Components include: Planning steps, implementation, and follow-up. Meers describes a number of models for presenting in-service training that includes weekly meetings, two day workshops, summer workshops, and combination training sessions.

"In-Service Training Programs. Britt Workshop" David Kinsbury
Kinsbury briefly describes a weekend program for vocational special needs personnel focusing on the latest techniques to use with handicapped and disadvantaged students. The article merely lists some of the topics covered at the workshop without much in the way of elaboration.

"School Support Personnel" Linda Vincent
Describes in-service program for support personnel: clerical, maintenance/custodial, food service and transportation.

GENERAL BACKGROUND

"Detours to Dead Ends" Dorothea Hiltenbrand
Stresses the need to change attitudes about handicapped students as the first step necessary to better teach these students. Recommends simulations as part of sensitivity experiences in in-service training---then learning about aspects and nature of handicap. Teachers will be in a position to use the myriad of resources, methods and strategies that have been developed having taken the primary step of acceptance.

"The Illinois Network" Catherine Batche
Describes the Technical Assistance and Dissemination Network: Illinois Special Needs Populations which is designed to provide technical assistance and resources to local school districts for the improvement of vocational education for special needs students. In 1975 exemplary programs were developed at 8 schools. The network encourages the use of the "best" practices developed at the demonstration sites through 5 components: Special needs consultants, a dissemination center, a university extern program, special needs catalysts and a management team.

"Contract for Success" Joan Border
Describes implementation of a "contract" system as a technique for mainstreaming special needs students into vocational courses. Describes development of contract, orientation of faculty and guidelines for teachers.

"Serving Handicapped Students in Vocational Student Organizations"
John M. Birchenall and John Wanat
Describes participation of special needs students in vocational student organizations

"A Common Sense Guide to Reasonable Accommodation" Cynthia Creighton
Describes four steps to accommodation for a student with physical handicap: 1) identify problem; 2) think creatively about solutions; 3) try solutions experimenting with any feasible accommodations and 4) reevaluate solutions periodically. Recommends working with special education teacher consultants, occupational therapists, vocational rehabilitation counselors, speech and hearing clinicions, physical therapists and handicapped students. Suggests that accommodation may be extremely simple.

Prediger, Dale J. and Richard R. Lamb, The Validity of Sex-balanced and Sex-restrictive Vocational Interest Reports: A Comparison, Journal of the American Vocational Association

Yzaguirre, Raul, The Case for Bilingual Education, Agenda, July/August 1979, Vol. 9, No. 4.

Brown, George H., Nan L. Rosen, Susan T. Hill, and Michael A. Olivas, The Condition of Education for Hispanic Americans, LULAC National Educational Service Centers, Inc.

70001 Ltd., The Youth Employment Company 1980 Corporate Report,Washington, D.C.

Smith, Ralph E., Groups in Need of Employment and Training Assistance, Chapter 3 of National Commisssion for Employment Policy Seventh Annual Report: The Federal Interest in Employment and Training

Increasing the Earnings of Disadvantaged Women, National Commission for Employment Policy, Report No. 11, January, 1981

GENERAL BACKGROUND

Phelps, L. Allen and L. Joy Thornton, Vocational Education and Handicapped Learners: Perceptions and Inservice Needs of State Leadership Personnel, Leadership Training Institute/Vocational and Special Education, December 1979.

Projections of Non-English Language Background and Limited English Proficient Persons in the United States to the Year 2000, National Center for Education Statistics

Phillips, Ione, Editorial: Least Restrictive Environment, Journal of the American Vocational Association, April 1981

1. Horizon: An overview of vocational education and employment training services for limited-English proficient persons in California, California Advisory Council on Vocational Education (undated)

   Available for $7.10 from California State Department of General Services, Office of Procurement, Publications Section, P.O. Box 1015, Highlands, California 95660

The following entries are located in the Ohio State Resources In Vocational Education Series, 1980, Volume 1, number 13

Article Title	Reference Number
Leadership Development - Topic Analysis for Vocational Education	ED 174811
Preparation and Utilization of Instructional Packages for Local Directors of Vocational Education	174779
Training K-12 Administration for Career Education	173626
Develop and Research - Guidance, Counsel, Place, and Follow-up Peer Counseling - Special Needs	174758
Current Projections in Vocational Education - FY 1978 Fed Bilingual	173622
Eliminating Sex Role Stereotyping in Vocational Education	174773
Inside Experienced Based Career Education	174803
Pre-voc Educational Needs of Disadvantaged and Delinquent Youth	173656
Moving Toward Sex Equity in Vocational Education - Sports	174778
Guidelines for Non Sexist Vocational Materials	174750
Fostering Sex Fairness in Vocational Education	174789
A Planning Model for the Formulation of State and Local Career and Vocational Guidance Plan	174774
Non-Traditional Students - Post Secondary Developmental Studies on Programs for Occupational Students: A Follow-up Study	173636

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Proceedings of a Conference on Employment Problems of Low Income Groups	154174
Vocational and Special Education Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education	160735
Women in Non-Traditional Vocational Education in Secondary Schools	160800

Article Title	Reference Number
Demonstrating the Planning, Implementation and Evaluation of Developmental Guidance, Counseling and Placement Components in a Career Education System	160812
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Services to the American Indian Population to Bridge the Gap between Education, Culture and the World of Work	151539
Effects of a Training Program on the Job Readiness of Physically Handicapped Structured Workshop Employees	151544
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A National Study of Sex Stereotyping and Discrimination in Vocational Education	154171
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Leadership Competencies in Vocational Education: Implications for Pre-Service Education	154114
Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women	154154
Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrators Manual	160752
Professional Teachers Ed. Module Series, Provide Instruction for Slower and More Capable Learners, Module C-14	149078
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation	159456

Article Title	Reference Number
Educational Programs for American Indians: Implications for Vocational Education R&D Occasional paper 40	152:971
Needs Assessment and Planning Workshop for Bilingual/Bicultural Vocational Education	155377
Careers for Bilinguals - Student Workbook	160727
- Teachers Manual	160726
Forty Six Pioneers - Louisiana Women in Non Traditional Jobs	150432
The Effect of Career Awareness and Career Exploratory Counseling on the Vocational Choices of Inner City High School Students	162055
Current Perspectives on the Role of Career Education in Combatting Occupational Sex Role Stereotyping	156916
Sex Differences in the Career Decision Making Process	160:837
Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination	160:753
Bases for Curriculum Decisions for Development in Curriculum for Minorities in Small Business Ownership and Management, Post Secondary Level	155:481
Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania	160818
Skills Training and Employment for Ex-addicts in Washington, D.C.	155381
The Community Action Agency Youth Development Program Manual	149055
A Review of Related Literature Concerning Components of Systems and Studies that Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs	160817
The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs	160757
The Handbook: A Vocational Education Legislative Reference Federal Laws and Regs Affecting Voc Ed	156905
1974-76 Follow-up of the Physically Handicapped in Pennsylvania	149165

Article Title	Reference Number
Sex Stereotyping, Bias and Discrimination in the World of Work: A Workbook. Instructor's Manual	160755
Employment Needs of Women Offenders: A Program Design	154250

CURRICULUM

McKinney, Lorella A., Seay, Donna M. Development of Individualized Education Programs (IEPs) for the Handicapped in Vocational Education. Information Series No. 144 Ohio State University. National Center for Research in Vocational Education for Bureau of Occupational and Adult Education (DHEW/OE) Washington, D.C., 1979

One of a series of sixteen knowledge transformation papers, this paper examines the problems, issues, and needs of vocational educators as they develop and implement individualized education programs for handicapped children. Steps are listed for vocational educators to follow in IEP preparation as well as specifications for its implementation.

A guide to manpower/vocational ESL. Indochinese refugee education guides. Adult education series no. 8. Washington, D.C.: Center for Applied Linguistics, 1979. (ERIC Document Reproduction Service No. 188-499).

Bloom, Gretchen. The language of hospital services in English. New York: Regents Publishing Co., Inc., 1976.

Cosinett, S. and Fernandez, O. The language of accounting in English. New York: Regents Publishing Co., 1977.

Crandall, J.A. and Holdzkom, Roslyn. Adult vocational ESL. Arlington, Virginia: ERIC Clearinghouse on Language and Linguistics, 1979. (ERIC Document Reproduction Service No. ED 176-592).

Fanslow, J.F. "It's too damn tight." Media in ESOL classrooms: structural features in technical subtechnical English. TESOL Quarterly, 1980, 14 (2), 141-156.

Hall, E.J. and Ide, Toshiaki. The language of restaurants and catering in English. New York: Regents Publishing Co., Inc., 1977.

Hoel, A.G. and others. Reading right: a text for reading, Vol. 2 English for special purposes series: auto body repairs. Honolulu, Hawaii: Honolulu City and County Office of Human Resources, 1977. (ERIC Document Reproduction Service No. ED 181-730).

Lamatino, R. and Mintz, A. Leamos sobre veinte ocupaciones. Twenty trades to read about. New Brunswick, New Jersey: Rutgers, the University Curriculum Laboratory, 1978. (ERIC Document Reproduction Service No. ED 166-441).

Low reading/high interest vocational materials. Springfield, Illinois: Illinois State Board of Education, East Central Curriculum Management Center. (ERIC Document Reproduction Service No. ED 186-771).

Manual de cocina. The cookbook. Baton Rouge, Louisiana: Louisiana State Department of Education, 1978.

Miller, Anne. Hearsay video transcripts and answer key. English for special purposes series: auto body repair. Honolulu, Hawaii: Honolulu City and County Office of Human Resources, 1977. (ERIC Document Reproduction Service No. ED 181-734).

Monograph for bilingual vocational training. Development Associates. Arlington, Virginia, 1979.

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Pendlebury, A.C. Testing vocational English. English Language Teaching. 1970, 24 (3), 254-260.

Special English. Washington, D.C.: English Languages Services, Inc., 1967. (ERIC Document Reproduction Service No. ED 013-434).

Van-Tanh, Phan. Hearsay. English for special purposes series: auto body repair. Vietnamese translation manual. Honolulu, Hawaii: Honolulu City and County Office of Human Resources, 1977. (ERIC Document Reproduction Service No. ED 189-900).

Resources for Teachers of the Handicapped in Vocational Education

Anderson, Bernice and others.

This resource package is a compilation of materials designed for teachers of handicapped students. Of particular interest are the sections on definitions and characteristics of handicapped students. The final section contains abstracts of curriculum materials organized by the different handicapping conditions.

Evaluating Resources for Disadvantaged Students

Halfen, Susan DeGrey, and Ellen Gaven.

These materials are designed to help educators accomplish four tasks. Among these are:

(1) identify appropriate instructional materials for disadvantaged students in vocational classes
(2) use an objective checklist to evaluate a resource's usefulness, (sample checklist included).

Competency Based Vocational Education: Implications for Vocational Education Teachers

Hillison, John and Finch, Curtis

This report contains the proceedings from a workshop. Included are discussions on the contemporary movement towards competency based vocational education, the teacher/educator's role in training teachers to cope with competency based voc education and descriptions of the implementation of competency based vocational education in Minnesota and Virginia.

Weekley, Keith, Ten Steps to Individualized Learning: A "How To" Plan, Adherent, April, 1977, Vol. 4, No. 1.

Young, Jean Helen, Teacher Participation in Curriculum Decision Making: An Organizational Dilemma

Toomey, Ron, Teachers' Approaches to Curriculum Planning: An Exploratory Study (Source Unknown)

Haskell, Roger et al, Raising Student Expectations: How to Leave Customers Satisfied, Journal of the American Vocational Association, June, 1980, Vol. 55, No. 6.

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Jacobs, Ray M., Organizing Your Instruction: Using Variety to Spark Interest, Journal of the American Vocational Association, June, 1980, Vol 55, No. 6.

Skirtz, Alice, Reaching Beyond the Classroom: Carpentry Students Build Hope and Future, Journal of the American Vocational Association, June 1980, Vol 55, No. 6.

Snell, Margaret, Building the Proper Learning Environment: Strategies for Keeping Control of your Classroom, Journal of the American Vocational Association, June 1980, Vol. 55, No. 6.

Zirbel, Harold E., Good Teachers: Our Most Essential Artisans, Journal of the American Vocational Association, June 1980, Vol. 55, No. 6.

Bequer, Marta M., A Look at Bilingual Programs in Dade County: "Gateway to the Latin World", Educational Leadership, May 1978, Vol. 35, No. 8.

Gay, Geneva, Ethnic Identity in Early Adolescence: Some Implications for Instructional Reform, Educational Leadership, May 1978, Vol. 35, No. 8.

Warnat, Winifred I., In-Service Education: Key to PL 94—142's Service to Handicapped Children and Youth, Educational Leadership, March 1978, Vol. 35, No. 6.

Dewey, John, On Industrial Education, Curriculum and Instruction, Spring 1977.

Olson, John K., Teacher Education and Curriculum Change: Reexamining the Relationship, Curriculum and Instruction, Spring 1977.

Stahl, Abraham, Adapting the Curriculum to the Needs of a Multiethnic Society: The Case of Israel, CI, Winter 1979.

Della-Dora, Delmo, Changing Styles of Leadership for Curriculum and Supervisory Workers, Educational Leadership, October 1977, Vol. 35, No. 1.

Bulach, Cletus R., An Organizational Plan for Curriculum Development, Educational Leadership, January 1978, Vol. 35, No. 4.

Bloom, Benjamin S., New Views of the Learner: Implications for Instruction and Curriculum, Educational Leadership, April 1978, Vol 35, No. 7.

Cruickshank, Donald R. and Jane H. Applegate, Reflective Teaching as a Strategy for Teacher Growth, Educational Leadership, April 1981, Vol 38, No. 7.

Cornbleth, Catherine, Curriculum Materials Can Make A Difference, Educational Leadership, April 1981, Vol 38, No. 7.

Bobbett, Frank and Leturn, Linda, Techniques for Teaching Disadvantaged Youth in Voc Ed-- Special Paper #14, Rural Manpower Center, Michigan State Univ., 1971

Thomas, Edward G. and Clayton P. Omvig, Methods, Techniques and Learning Activities for Use with the Disadvantaged, Kentucky RCU, University of Kentucky, 1971

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Nemarich, S.P. and R.A. Vellman, Curriculum and Instructional Techniques for Physically Disabled Students, Human Resource Study #11, Maine Department of Education and Cultural Services, 1969.

Identifying and Improving Vocational Instruction, A Handbook for Individualized Instruction for New Hampshire Vocational Education 375.1 New H, Mass. Vocational Curriculum Resource Center

Individualized Instruction Module C-18, 371.12 PBTE
The National Center for Research in Vocational Education (Ohio) (MVRC) available

A module designed to give research skills in individualizing classroom instruction. Helps teacher become aware of the significant differences among students and how they can tailor instruction to reflect these differences.

Provide Instruction for Slower and More Capable Learner. The Center for Vocational Education (Ohio) 371.12 PBTE (MVRC) available

Designed to make vocational educators aware of the unique learning characteristics of different groups of students, and to give them skills in planning instruction so that the specific needs of slower and more capable learners can be adequately met.

Identifying and Improving Vocational Instruction.

A handbook for individualized instruction for New Hampshire Vocational Education.

Troike, Rudolph C., Assessing Successful Strategies in Bilingual Vocational Training Program, Inter-America Research Associates, Roslyn, VA, MVCRE 2723, National 371.969

Text addresses the specific information of bilingual education. Contains criteria for assessing successful BV and programs including LMI, staff recruitment, staff development, advisory committees, trainer recruitment, trainee records and information, assess curriculum and instruction, assess classroom instruction, assessing vocational instruction, individual responses, employer satisfaction and support.

Adams, Susan B., Limited English Speaking Program in Kentucky: Final Report, 1979 RP249

An assessment of needs programs and instructional sources. Provides teacher training and resources for vocational education of limited English-speaking students.

Richards, Lucille, The ABC's of Individualized Instruction, Adherent, December 1976, Vol. 3, No. 3.

Larson, Beverly H., Promoting Sex Equity in the Classroom: A Bibliography, Iowa Department of Public Instruction, March 1982.

Special Needs Vocational Education: Curriculum Materials, Mass. Vocational Curriculum Resource Center, Lexington, MA, April 1982.

Special Needs Vocational Education: General Materials, Mass. Vocational Curriculum Resource Center, Lexington, MA, April 1982.

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Special Needs Vocational Education: Guidance Materials, Massachusetts Vocational Curriculum Resource Center, Lexington, MA, April 1982.

Young, William C., Pledging Excellence in Vocational Education, Journal of the American Vocational Association

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Lennon, Thelma C. Guidance Needs of Special Populations. Information Series No. 145 Ohio State University. National Center for Research in Vocational Education for Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C., 1979

Contains reports, research/technical, opinions/personal, viewpoints, position papers and essays. Includes three methods of alternative counseling which have been developed to stress an understanding of students' cultural differences: 1) systemic counseling for culturally different, 2) transcendent counseling which tries to persuade the disadvantaged to alter their life style, 3) stylistic counseling which takes into account the cultural-historical dimension.

Burkhardt, Carolyn, et.al. Involving Significant Others in Career Planning: A Counselor's Handbook. Research and Development Series No. 128 Ohio State University

Discusses career planning, community influence, community involvement, counselor role, decision making, educational strategies, guidance programs, motivation techniques, parental influence and participation, resource materials. Strategies counselors can use to involve "significant others" in high school career guidance programs.

Brant, Lynn. Attitudinal Barriers to Responsive Vocational Education for Handicapped Students. Information Analysis Paper No. 161, Ohio State University, 1979

Contains information analyses/state-of-the-art materials. Study was done to review and synthesize the research literature dealing with attitudes toward handicapped persons in educational settings. The aim was to identify the conditions existing in vocational education which lessen receptivity on the part of teachers, counselors, and local administrators toward handicapped students entering programs.

Lombana, Judy H., Career Planning with Visually Handicapped Students, The Vocational Quarterly, March 1980, Vol. 28, No. 3.

Dillard, John M. and David W. Perrin, Puerto Rican, Black and Anglo Adolescents' Career Aspirations, Expectations and Maturity, The Vocational Guidance Quarterly, June 1980, Vol 28., No. 4.

Pound, Ronald E., Using Self-Concept Subscales in Predicting Career Maturity for Race and Sex Subgroups, The Vocational Guidance Quarterly, September 1978, Vol. 27, No. 1

Hurd, Hope T. and Hilda F. Allred, Interest in and Stereotyping of the Secretarial Position for Males, The Vocational Guidance Quarterly, March 1978, Vol. 26, No. 3.

Altenor, Aidan, The Role of Occupational Status in the Career Aspirations of Black Women: A Reinterpretation, The Vocational Guidance Quarterly, March 1978, Vol. 26, No. 3.

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Beane, Allan, and M. Alex Zachmanoglou, Career Education for the Handicapped: A Psycholosocial Impact, The Vocational Guidance Quarterly

Rohfeld, Rae Wahl, High School Women's Assessment of Career Planning Resources, Vocational Guidance Quarterly

Gottfredson, Linda S., Providing Black Youth More Access to Enterprising Work, The Vocational Guidance Quarterly, December 1978, Vol. 27, No. 2

Tesolowski, Dennis G. and Gerald Halpin, Modifying Work Personalities of the Handicapped, The Vocational Guidance Quarterly, June 1979, Vol. 27, No. 4.

Sampson, James P., Jr., Robert O. Stripling, and Larry C. Loesch, Male and Female Preferences in Selected Career Factors, Journal of Employment Counseling, Vol. 14, No. 3, September 1977.

Lombana, Judy H., Guidance of Handicapped Students: Counselor In-service Needs, Counselor Education and Supervision, June 1980, Vol 19, No. 4.,

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Griffith, Albert R., Justification for a Black Career Development, Counselor Education and Supervision, June 1980, Vol. 19, No. 4.

Jones, G. Brian and Charles W. Dayton, A Competency-Based Staff Development Approach for Improving Counselor Education, Counselor Education and Supervision, December 1977, Vol. 17, No. 2.,

McDavis, Roderick J. and Max Parker, A Course on Counseling Ethnic Minorities: A Model, Counselor Education and Supervision, December 1977, Vol. 17, No. 2.

Burlin, Frances Dee and Richard Pearson, Counselor-in-Training Response to a Male and Female Client: An Analogue Study Exploring Sex-Role Stereotyping Counselor Education and Supervision, March 1978, Vol. 17, No. 3.

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Robinson, Sharon E., Thomas C. Froehle and DeWayne J. Kurpius, Self-Instruction Modules: Comparison of Modeling and Feedback Media, Counselor Education and Supervision, June 1979, Vol. 18, No. 4.

Parker, Woodroe M. and Roderick J. McDavis, An Awareness Experience: Toward Counseling Minorities, Counselor Education and Supervision, June 1979, Vol. 18, No. 4.

COUNSELOR SPECIFIC

Supportive Services for Special Needs Students in Mainstreamed Vocational Programs

National Evaluation Systems, Inc. for West Virginia Department of Education
April 1979.

Describes procedures for identifying and prescribing for special needs students and for delivering supportive services. Sections focus specifically on instructional support services, guidance and counseling, and identification of job opportunities and job placement. These issues are discussed vis-a-vis the role of the vocational instructor.

Guidance Needs of Special Populations, Thelma C. Lennon

Presents models for counseling students from different cultural backgrounds recognizing that different cultures have unique problems in relation to cultural majority.

Implications for project:

- describes characteristics of special populations
- models for counseling special populations
- provides exemplary approaches
- recommends guidelines for meeting guidance needs of special populations

Weisgerber, Robert A. and Claudette A. Smith, Improving Vocational Education Services for Handicapped Students: Final Report., Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, D.C., March 1977.

PLACEMENT

Knowle, Carol P. Job Placement and Adjustment of the Handicapped: An Annotated Bibliography. Information Series No. 146 Ohio State University National Center for Research in Vocational Education for Bureau of Occupational and Adult Education (DHEW/OE) Washington, D.C., 1979

One in a series of sixteen knowledge transformation papers, this annotated bibliography covers journal articles and documents published between 1966 and 1978 on the topics of job placement and adjustment of the handicapped.

Preparing for a Nontraditional Job. An Arizona Resource Directory, Arizona Department of Education, June, 1982

A model for Placing Handicapped Students in Vocational Programs: Objective Policies Strategies prepared by Region 8 Cooperative Board, Rockland, Maine in conjunction with the Bureau of Vocational Education in the Department of Educational and Cultural Services,

Bridges to Employment: Practices for Job Development, Placement, and Follow-Through of Unemployed Youth for Vocational Education and Manpower Training Book Two, The National Center for Research in Vocational Education, Ohio State University, January, 1980

Job Placement Center. Final Report

Cara, Karen, Allegheny Intermediate Institute. (ED 159304)

This is a final report on a program to improve the job search skills and opportunities of 400 secondary school students in Pennsylvania. The major portion of the report consists of appendices of forms and results of questionnaires.

Current Perspectives on the Role of Career Education in Combatting Occupational Sex Role Stereotyping

Far West Lab for Educational Research and Development, 1978. (ED 156916)

This study was undertaken to determine the extent to which non sexist career education was being provided and to prepare recommendations regarding how career educators can reduce career role stereotyping. Among the recommendations were that career education focus on increases in career motivation for young women and that in-service training for school personnel be expanded.

Vocational Education's Role in Establishing Secondary Students in Business and Industry

Healas, Donald V.

This is a paper presented at a National Conference of Job Creation and Development in 1978. Mr. Healas argues that vocational education teachers have a primary role in job placement. Further, he suggests that such programs as cooperative work experience, occupational work experience programs and similar programs are helpful to students in making the transition from school to work.

PLACEMENT

Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation

Johns Hopkins University, Baltimore, Md., Center for Social Organization of schools. (ED 159456)

This study was conducted to examine race and sex differences in occupational aspirations and the role of these differences in perpetuating under or over representation of women and Blacks in various occupations. Among the recommendations of the authors are that more attention be paid to understanding the socialization processes which contribute to continued occupational segregation.

Kowle, Carol P., Job Placement and Adjustment of the Handicapped: An Annotated Bibliography, National Center for Research in Vocational Education, The Ohio State University, 1979.

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Tesolowski, Dennis G. and Gerald Halpin, Modifying Work Personalities of the Handicapped, The Vocational Guidance Quarterly, June 1979, Vol. 27, No. 4.

Sex Equity Issues in Vocational Education: Preparing for Non-Traditional Jobs, Massachusetts Vocational Curriculum Resource Center, May 1982.

Youth Perspectives: Employability Development Programs in the World of Work, The National Urban Coalition (no vol # or year given)

From School to Work: Improving the Transition, Collection of Policy Papers prepared for the National Commission for Manpower Policy, April 1976 (this did not contain much that was relevant and up to date)

Bridges to Employment: Practices for Job Development, Placement and Follow Through of Unemployed Youth for Vocational Education and Manpower Training The National Center for Research in Vocational Education, Ohio State University

National Commission for Employment Policy Seventh Annual Report: The Federal Interest in Employment and Training, Report No. 13, 1522 K Street, N.W., Suite 300, Washington, D.C. 20005, October 1981.

EXEMPLARY PROJECTS

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Amador, R.S. and McCund, J. *Project Heart (Hospital Employment and Related Training.). Final Report.* Los Angeles, California: Community and Human Resources Agency, 1971. (ERIC Document Reproduction Service No. ED 076-291).

Bigney, T.B. *The bilingual human services educational consortium of Bangor Community College*. Third year evaluation. Orona, Maine: Maine University, Social Science Research Institute, 1978. (ERIC Document Reproduction Service No. ED 158-037).

Bilingual human services education consortium. Final report. Orona, Maine: Maine University, 1979. (ERIC Document Reproduction Service No. ED 158-038).

Flemming, D. and Ankarberg, M. *New Hampshire vocational English as a Second Language Project. Final Report*. Keene, New Hampshire: Keene State College, 1980. (ERIC Document Reproduction Serivce No. ED 189-333)/

Kotesky, A.A. Implementing college regular vocational programs into a bilingual model--two instructional design models in operation. Paper presented at the National Convention of the Association for Educational Communications and Technology, New Orleans, 1979. (ERIC Document Reproduction Service No. ED 171-316).

Shapack, R.F. *A model for the implementation of bilingual vocational training. Final report*. El Paso, Texas: El Paso Community College, 1977. (ERIC Document Reproduction Service No. ED 147-537).

Smith, Philip D., Jr. *A project to develop pre-vocational literacy materials for Spanish-speaking students. Final report*. Westchester, Pennsylvania: Westchester State College Center for Language Research and Services, 1972. (ERIC Document Reproduction Service No. ED 974-824).

Greater Lawrence Regional Voc. Tech. High, "Project ROC (Recycle Old Curricula) Lawrence, Massachusetts

Franklin County Vocational-Technical School District, "Competency-Based Vocational Curricula", Turner Falls, Massachusetts

The Humphrey Center/Commercial Mall, "Model CBVE Curriculum in Hotel and Lodging", Boston, Massachusetts

Minuteman Regional Vocational Technical School, "Electronic Technical Program" Lexington, Massachusetts

Assabet Valley Regional Vocational School District, "Electronic Technology Model Competency-Based Vocational Education Curriculum", Marlborough, Massachusetts

Tri-County Regional Vocational Technical High School, "Competency-Based Vocational Education Curriculum for Food Management and Production" Franklin, Massachusetts

EXEMPLARY PROJECTS

"Expanding Options: A Model to Attract Secondary Students Into Non-Traditional Vocational Programs"

University of Missouri, Columbia, MO.

Has sections on: Why recruit non-traditional workers
Strategies for Increasing non-traditional enrollment
- administrator strategies
- teacher strategies
- counselor strategies
- librarian strategies
- student strategies
- parent strategies

Retention (pages 39 and 40)
- schedule groups of same sex into same class
- break in classes tech basics
- supportive counseling
- peer support groups
- 12 suggestions in all

Placement (pages 40 and 41)
(seems that high non-traditional place higher non-traditional enrollment)

Administrators should avoid underestimating the willingness of local employers to hire "non-traditional" workers.

Follow up on placements - support on the job is very important. Methods can include:
- support groups
- role play
- child care, training

The report also includes activities/group discussions and a list of resources on non-traditional vocational education.

Lynch, Maureen. Project OPTION: Opening People To Increasing Opportunities Now Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

Pilot project run to reduce the influences of sex role sterotyping on students' career choices and to promote sex-fair and sex-affirmative leading strategies and programs.

This project was intented to reduce sex stereotyping in student career choices, to promote awareness of the consequences of sex stereotyping and to design and promote teaching strategies which will reduce or mitigate sex bias in vocational education schools.

The research team first conducted a survey of attitudes of selected students, teachers and parents in the two towns under study. Based on the results of the survey, the research team developed several strategies to combat the stereotyping.

The project report also includes a discussion of how to construct a resource center for materials concerning sex equity.

Looks like the exercises regarding sex equity will be very interesting, useful.

EXEMPLARY PROJECTS

The following definitions apply throughout the (Project Option) report and are in accordance with those used in Public Law 94-482 of the Educational Amendment of 1976:

"Sex Bias" means behaviors resulting from the assumption that one sex is superior to the other.

"Sex Stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of sex.

"Sex Discrimination" means any action which limits or denies a person or a group of persons opportunities, privileges, roles or rewards on the basis of their sex.

The Recruitment and Training of Minorities as Vocational Instructors

Brief description of Boston State College project. Includes brief "curriculum design," very short.

A Verification of Industrial Education Teacher Competencies by In-Service Vocational Industrial Education Teachers and Industrial Arts Teachers from the Central Region of Pennsylvania

As part of a three stage implementation of a competency based teacher education program, a study was undertaken to identify and to unify teaching competencies for industrial education teacher education. After developing a list of 173 competencies, a survey was conducted of 448 in-service vocational industrial education teachers and 70 in-service industrial arts education teachers to establish the competencies to the two groups of teachers.

A Five Week Training Program for Vocational Rehabilitation Workshop Supervisors

Report includes workshop topics and agendas. Also four papers, including "motivation and Communication" by Jim Beeler.

Needs Assessment and Planning Workshop for Bilingual/Bicultural Vocational Education Final Report

Peter, Richard and Orville Nelson, University of Wisconsin, Center for Vocational, Technical and Adult Education.

This two day workshop featured structured presentations on the needs of secondary and post secondary vocational teachers as they relate to bilingual and bicultural vocational education. The conference was designed to provide information and to produce group discussion.

The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner City High School Students

California University of Los Angeles, Division of Vocational Education, March 1978. (ED 162055)

This project was undertaken to determine if career decisions of inner city high school students can be influenced by training in career information and career exploration. The study also attempted to determine how schools can achieve maximum benefit from exposure to the business community. The study was small, used written training modules regarding different occupations and involved the students in field trips to see various jobs.

Lynch, Maureen. Project OPTION: Opening People To Increasing Opportunities Now Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

Pilot project run to reduce the influences of sex role sterotyping on students' career choices and to promote sex-fair and sex-affirmative leading strategies and programs.